

# Bishop Loveday Church of England Primary School

White Post Road, Bodicote, Banbury OX15 4BN

## Inspection dates

26–27 January 2016

## Overall effectiveness

**Requires improvement**

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teachers do not provide enough opportunities for pupils to make rapid progress in lessons. Pupils do not always understand the targets they are expected to achieve.
- Teachers' feedback to pupils is not precise enough to show them what they need to do to improve their work.
- Teachers do not use information about pupils' achievements well enough to identify pupils who are not making enough progress.
- Not all pupils make the rapid progress they are capable of making. This is particularly the case at Key Stage 2.
- Some groups of pupils are not making enough progress from their starting points to catch up with their peers and close the gaps in achievement.
- School leaders are not using information about pupils' achievements well enough to quickly identify and help pupils who are falling behind.
- The checks that leaders and governors carry out to judge the performance of the school lack rigour.
- Leaders do not use enough information to judge the quality of teaching accurately.
- Governors are not checking the progress of all groups of pupils well enough. As a result, action to close gaps in the achievement of groups of pupils is not taken quickly enough.
- Evaluations of the schools' performance are over-generous.
- The school improvement plan is not linked closely enough to expected outcomes for pupils.

### The school has the following strengths

- Children in the early years make good progress. They enjoy the learning activities provided and are well prepared for the next stage of learning at the end of Reception.
- Pupils' achievement by the end of Year 2 is good.
- Pupils behave well. They are courteous, respectful and well mannered. Relationships are positive.
- Pupils' spiritual, moral, social and cultural development is good. They are safe in school.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessments by:
  - making sure that pupils have a good understanding of the targets they are expected to achieve
  - ensuring that pupils receive precise feedback to help them to know how to improve their work
  - quickly identifying pupils who are not making enough progress and adjusting planned learning opportunities to enable them to catch up.
- Improve the quality of leadership and management, including governance, by:
  - making sure that information about the progress of all groups of pupils is analysed effectively to quickly identify groups of pupils who are falling behind
  - increasing the rigour of the monitoring of the school's work
  - ensuring that information on pupils' progress, together with a broad range of other evidence, are used to support judgements of teachers' performance
  - ensuring governors check on the progress of all groups of pupils and challenge leaders to take immediate and effective action to close achievement gaps
  - linking key actions in the school improvement plan with their intended impact on pupils' learning to enable pupils' achievements to be measured
  - accurately evaluating the work of the school.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Since her appointment, the headteacher has put new systems in place to improve the school's effectiveness. However, the improvements in assessment and the tracking of pupils' progress are at an early stage of development. Their impact is not yet fully effective.
- School leaders are not using the information about pupils' progress well enough to analyse underperformance. As a result, for example, they did not act quickly enough to close the gap between the achievement of boys and girls in Year 6 in 2015. Pupils are, therefore, not always provided with equality of opportunity to succeed to the best of their ability.
- School leaders are monitoring the quality of teaching and the progress of pupils through lesson observations and checks on pupils' work. However, the feedback they provide to teachers is not sharply focused on bringing about rapid improvements in pupils' progress. There is not enough emphasis on identifying rates of progress in lessons and in pupils' work.
- Leaders evaluate the performance of teachers. Currently, the evidence used to support judgements is too narrow. Insufficient importance is given to all the information on pupils' performance, for example, pupils' views about their learning, the progress they make towards achieving their targets and the quality of feedback teachers provide to pupils.
- School leaders and governors have evaluated the school's performance, but they have not used the information about pupils' progress well enough to make accurate judgements. School self-evaluation is over-generous and has not identified all the most important activities required to ensure that standards rise.
- The school improvement plan is a detailed document and is helpful in guiding improvements. Many of the priorities are appropriate. However, currently, the plan is not sufficiently linked to measuring gains in pupils' progress over time. As a result, leaders and governors do not know whether their actions have been fully effective.
- School leaders have implemented a comprehensive programme of training for staff. Coaching and support are being provided to increase staff skills in delivering the mathematics curriculum. Senior and middle leaders have also received training and support to increase their skills in leading improvements in their areas of responsibility, but this is at an early stage of development. Their skills in analysing information about pupils' progress are underdeveloped.
- The funds provided by government to improve outcomes for disadvantaged pupils are suitably allocated to deploy staff and provide additional learning opportunities for these pupils. However, the impact of any additional support is not being checked carefully enough. Consequently, school leaders do not know which strategies are having the most impact on closing the gaps in the attainment of these pupils.
- The school ethos supports pupils' personal development well. There is a strong culture, which reflects the school's aims and values. School leaders, including governors, place a high priority on 'equipping pupils with a feeling of self-worth and a respectful attitude towards others'. The school prepares pupils well for life in modern Britain. Their spiritual, moral, social and cultural development is good.
- The range of subjects taught is broad and balanced and provides pupils with interesting themes such as 'Muck, mess and mixture' in Year 2, exploring science alongside other subjects, and 'Peasants, princes and pestilence' in Year 5. This is a history-based theme, in which pupils find out about the Black Death, knights and England in the 14th century.
- The school uses additional physical education and sports funding appropriately to employ a sports teacher and sport-specific coaches. Pupils now take part in a wide range of sporting activities and competitions. Teachers have also received training to teach specific sports such as gymnastics, tennis and cricket. The impact of this funding on improving the fitness and health of pupils is yet to be measured.
- The local authority has provided limited support for this school. Its recent evaluation of the school's performance did identify concerns in relation to pupils' progress from Key Stage 1 to Key Stage 2. However, the school improvement leader did not challenge any underperformance at the most recent visit.

## ■ The governance of the school

- A review of governance, instigated by the school, took place in October 2014. Since that time, there have been significant improvements in the way the governing body operates. The committee structures enable governors to check on the work of the school in a more systematic way. However, the information they receive about the performance of different groups of pupils is not detailed enough. They do not know enough about the progress of all groups of pupils across the school. As a result, although they are beginning to ask more challenging questions, they have not challenged the underperformance of some groups of pupils well enough.
  - Governors check on the performance of staff, including the headteacher. They use reports from the headteacher about the performance of staff to make decisions on pay increases for teachers.
  - Governors regularly seek the views of parents. Recent parental surveys carried out by the school are very positive. Governors are aware that a number of concerns were raised by parents during the online Parent Survey completed during the inspection.
- The arrangements for safeguarding are effective. Recent improvements in systems and procedures have increased the school's effectiveness in keeping pupils safe. Staff with responsibilities for safeguarding have received training at the appropriate level. Safeguarding and behaviour policies are implemented well.

## Quality of teaching, learning and assessment requires improvement

- Teachers do not always help pupils to make enough progress. Planning for lessons considers pupils' different starting points, but teachers are not always responsive enough to pupils' learning during lessons to address misconceptions and provide additional challenge.
- Relationships between adults and pupils are good, and this makes a positive contribution to pupils' learning. However, some pupils who are quiet and passive are not engaged well enough in tasks, particularly when they are struggling with their learning in mathematics.
- Teachers' understanding of the new assessment systems is developing. Recent changes in the way pupils' targets are set are not yet secure. As a result, pupils are not clear about what they are expected to achieve.
- The school's new policy for marking and feedback to pupils is evident in books. Pupils understand that any comments in pink mean 'think pink'. However, the feedback teachers provide does not always guide pupils well enough to help them to know what they need to do to improve their work. The comments teachers make about pupils' writing are more helpful than those in mathematics. Consequently, improvements in pupils' writing are more evident than in mathematics.
- The teaching of phonics (the sounds that letters represent) is effective. Pupils are grouped according to their ability. Teachers and teaching assistants pronounce the sounds correctly and help even the youngest pupils to blend sounds to build new words. Pupils use their phonics knowledge well to decipher new and more complex words.
- Teachers have good subject knowledge. They have adapted their teaching to ensure that pupils develop a deeper understanding of new learning and begin to master key facts. Many teachers use questions effectively to check on pupils' learning. However, their assessment of pupils' learning in lessons is not always incisive enough to identify pupils who require additional support to help them to keep up.
- Teaching in the early years and in Key Stage 1 is stronger than in Key Stage 2. As a result, younger pupils make better progress and they are well prepared for the next stage of their learning.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils have positive attitudes to learning and display high levels of care and consideration for one another.
- Pupils have a good understanding of British values. Their understanding of democracy was enhanced by the election to decide who would take the role of headteacher for one day. Pupils understood that the pupil elected had received the majority of votes.

- Almost all pupils are keen to learn and have positive attitudes to learning. A few pupils in some classes are not sufficiently engaged in learning when teachers do not gain their interest or explain things clearly enough.
- Pupils feel safe in school and have a good understanding of how to keep safe when using the internet and mobile technologies. Older pupils understand about homophobic bullying and know that using derogatory language is unacceptable.
- Pupils say that bullying is rare. They know that teachers are always on hand to listen to them and will quickly act to sort out any issues that arise.
- The strong caring ethos permeates the entire school. Pupils are sensitive and reflective. During an assembly, they experienced awe and wonder when they considered the question, 'Who shapes our lives?'.

## Behaviour

- The behaviour of pupils is good. Pupils' behaviour in lessons and around the school makes a positive contribution to the calm and purposeful atmosphere. Pupils are well mannered, courteous, polite and helpful.
- Parents spoken to during the inspection are very positive about standards of behaviour in the school. The Parent View survey showed that a small minority of parents raised concerns about pupils' behaviour. Inspectors observed good standards of behaviour and logs of incidents support the inspectors' view that behaviour is good.
- Pupils enjoy coming to school, which is reflected in their above-average attendance. Very few pupils are persistently absent. This has reduced in the last year. The school works well with external agencies to support pupils who experience personal challenges.
- Recently introduced nurture groups in school provide additional support for pupils whose self-esteem has been affected by their personal circumstances. The nurture groups encourage pupils to develop positive relationships, and have successfully increased their confidence.

## Outcomes for pupils

### require improvement

- Pupils do not always make the progress of which they are capable. In the early years and Key Stage 1, pupils make good progress and some make rapid progress. Standards at the end of Key Stage 1 in reading, writing and mathematics are well above those of other pupils nationally.
- Pupils' progress in Key Stage 2 slows and gaps between different groups of pupils widen. This was evident by the end of Year 6 in 2015, when the boys made much better progress than the girls in reading, writing and mathematics. As a result, boys were much better prepared for learning at Key Stage 3.
- There are only a few disadvantaged pupils in each year group. They make slower progress than their peers. Additional support is provided, but there is not sufficient focus on providing appropriate support for these pupils in some lessons.
- Disabled pupils and pupils with special educational needs also make slower progress than their peers. Variations in their progress in different classes and year groups are evident, depending on the quality of teaching.
- Too few pupils reach the highest levels of attainment because their progress, particularly at Key Stage 2, is not rapid enough. The expectations are not high enough for the most-able pupils. They are not challenged well enough to help them to show a deeper understanding of their learning.
- Pupils enjoy the opportunities to continue their learning at home. Teachers provide helpful guidance to parents in newsletters and there are useful links for parents on the school's website. This supports parents to share in their child's learning.

## Early years provision

### is good

- Children in the early years get off to a good start. The early years team makes visits to nursery settings to get to know the children before they begin school. Opportunities are provided for children to become familiar with the Reception classrooms before the term begins. This means that children happily arrive in class at the start of the school day and are eager to take part in the learning opportunities provided.

- Children settle quickly and fully understand the routines of the school day. This is because all adults know the children well, and provide individual support and help children to organise their belongings. As a result, the start of the day is calm and welcoming. Children are eager to sit together to share activities and books. No time is wasted in making sure that children are happily engaged in tasks.
- Most children start in the Reception class with skills and abilities that are typical or slightly above those expected for their age. They make good progress. They are well prepared for learning when they start in Year 1.
- Children make good progress in their learning of the sounds that letters represent. Children are taught in groups appropriate to their ability. This helps them to make good progress. They are eager to read books and share their learning together.
- Parents are positive about the good start their children get in the Reception classes. Good links are made between home and school before the start of the year. Parents contribute and share information to enable the Reception teachers to plan for children's learning effectively.
- Children behave well and listen carefully to instructions. They play and cooperate well together. They happily chatter away during shared activities and know that they can sit at the snack table for a drink and fruit whenever they are ready. Relationships are strong. Children feel safe and are confident that all the adults in the classes will help them should they have a problem.
- The early years leader has a clear vision for future improvements for the setting. Staff work well together and the key worker system enables all staff to share their assessments of children's learning. The use of technology to record children's achievements is helpful in sharing the progress children make during the school day. The early years leader ensures that all the welfare arrangements for the early years are met.

## School details

<b>Unique reference number</b>	123182
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10003547

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Sharp
<b>Headteacher</b>	Jane Ridley
<b>Telephone number</b>	01295 263157
<b>Website</b>	<a href="http://www.bishop-loveday.oxon.sch.uk">www.bishop-loveday.oxon.sch.uk</a>
<b>Email address</b>	<a href="mailto:Office.3351@bishop-loveday.oxon.sch.sch.uk">Office.3351@bishop-loveday.oxon.sch.sch.uk</a>
<b>Date of previous inspection</b>	6–7 July 2011

## Information about this school

- Bishop Loveday is larger than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is well below the national average. The pupil premium provides additional funding for children who are looked after by the local authority, and pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Children in the two Reception classes attend full time.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher was appointed in September 2014. She is a school improvement leader for the local authority and supports other schools for one day each week.

## Information about this inspection

- This inspection was conducted in accordance with Ofsted's published procedures for inspecting good schools under section 8 of the Education Act 2005. It was converted to a section 5 inspection on the afternoon of day one.
- Inspectors observed learning in 30 lessons in all classes. Four lesson observations and six observations of mathematics teaching in Years 4 to 6 were undertaken jointly with the headteacher.
- Inspectors held meetings with members of the governing body, the local authority, senior and middle leaders, staff, and pupils.
- Inspectors listened to pupils talk about their work and heard pupils read in Year 2 and Year 6.
- Informal discussions were held with pupils during lunchtimes and playtimes. Inspectors spoke with parents at the start of the school day.
- The inspection team observed the school's work and looked at a range of documents, including pupils' work in books, achievement and progress information, documents relating to safeguarding and school policies and procedures.
- Inspectors scrutinised the school's own evaluation of its performance, the school improvement plan and external reports on the school.
- The inspection team also considered the 88 responses to the online questionnaire, Parent View. Two letters from parents were also taken into account.

## Inspection team

Ann Henderson, lead inspector	Her Majesty's Inspector
Claire Beswick	Ofsted Inspector
William James	Ofsted Inspector
Graham Marshall	Ofsted Inspector
Helena McVeigh	Ofsted Inspector



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