

Bishops Cleeve Primary Academy

Tobyfield Road, Bishops Cleeve, Cheltenham, Gloucestershire GL52 8NN

Inspection dates

14–15 March 2018

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

Summary of key findings for parents and pupils

This is a good school

- Leaders ensured that a decline in standards in 2016 was swiftly arrested. There are now good systems in place and pupils' progress is checked stringently. There is a range of strategies to help pupils who need to catch up. As a result, standards improved impressively in 2017.
- The chief executive officer and school leaders work well together. The trust has provided effective support to the school. This has included facilitating the cross-school moderation of pupils' work to make sure teachers' assessments are accurate.
- Pupils' progress is rapid in mathematics. The most able pupils are working at reasoning and problem-solving at greater depth.
- The leader in charge of teaching and learning has focused on improving pupils' vocabulary to improve their understanding of texts. In addition, enhanced vocabulary work is improving pupils' writing, so that more pupils now reach the higher standards in literacy.
- The progress of disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities is monitored closely by a well-qualified team. The individual needs of pupils are understood and met well.
- Pupils' presentation of their work, especially in the core subjects, is neat. Good handwriting is developed from early years onwards.
- The wider curriculum is well planned. Subject leaders match topics to the curriculum requirements and age-related expectations. However, there are inconsistencies in curriculum delivery. Oracy work, including discussion of topics that relate to the spiritual, moral, social and cultural curriculum, is effective. However, written work is less well developed and limits expression.
- Pupils behave well in lessons and at breaktime. There was no evidence of disruption to learning or poor behaviour during the inspection.
- Overall attendance is improving. However, the attendance of disadvantaged pupils and those who have SEN and/or disabilities, though improving steadily, is not yet close to the national average.
- Children in Reception classes are making good progress. The majority achieve a good level of development before moving on to Year 1.

Full report

What does the school need to do to improve further?

- Leaders and governors must ensure that they:
 - provide pupils with opportunities to work at greater depth in a range of subjects within the wider curriculum so that outcomes are at least as good as those in the core subjects
 - maintain a focus on the attendance of disadvantaged pupils and those who have SEN and/or disabilities so that it improves and is at least in line with the national average.

Inspection judgements

Effectiveness of leadership and management

Good

- The trust has a strong influence on the work of the school. School leaders use the thorough systems from the trust well. This includes the effective processes for managing the performance of teachers, based on national standards for teaching. Staff benefit from the experience of working across the five schools in the trust. There is a collegiate feel to improvement, and school leaders and teachers are learning well from each other.
- Leaders are ambitious for pupils. They provide an inclusive environment where differences are valued. Throughout the school, strong moral encouragements are on display. Pupils' work in these areas is presented well.
- Leaders, including the chief executive officer, are good role models. Their actions embody their motto of, 'Be the Best You Can Be' continuously. As a result, the school fosters positive relationships, in school and with parents and carers. These support better progress and standards for pupils.
- Training of staff is a strength of the school. There are bespoke packages for staff to meet their individual needs. Teachers research academic theories regularly to see if findings will help pupils make even better progress. Staff enjoy their work and strive to achieve the best for pupils constantly.
- The promotion of British values is highly effective. Pupils understand democratic processes and study why the rule of law is important. Older pupils hold positions of responsibility that add value to their learning of the importance of social, moral and cultural perspectives. Pupils are enthusiastic about their spiritual opportunities through, for example, forest school activities. Their enthusiasm for these aspects of learning was striking.
- Leaders have created a climate of openness. Pupils are aware of staff to whom they can turn if in need and do so regularly. Parents appreciate this climate. 'Their open-door policy makes it very comfortable to approach staff members with any concerns.'
- Leaders manage the funding for pupils who have SEN and/or disabilities and the pupil premium funding wisely. The complexity of the needs of many pupils supports much of this being spent on staffing. Pupils and parents have a range of adults to whom they

can turn to resolve any issues. Staff work well together to ensure that these pupils make good progress.

- Sport premium funding provides pupils with additional physical activities in which they can participate to increase healthy living. Staff training improves areas where expertise is less evident, such as athletics in key stage 1.
- Leaders have evaluated the strengths and weaknesses of the school well. They analyse data, teaching and performance information realistically. The planning that comes from this reflects actions taken, but not the impact of these actions. There is a lack of quantifiable targets against which to measure what impact actions have.
- The curriculum is broad and covers the full range of subjects. There is a greater focus on English and mathematics which, at times, restricts pupils' learning in other areas, especially science.

Governance of the school

- Governors, ably led by the chair of governors, are a strong team. They are aware of the areas for development for the school. They ask challenging questions of leaders and are tenacious in their pursuit of more effective provision.
- Governors who oversee the spending of the pupil premium and funding for pupils who have SEN and/or disabilities understand what is working well. They have an accurate awareness of next steps to take. These governors recognise that attendance of vulnerable pupils has not been good. They are making sure that staff in charge of this area are improving attendance considerably and at a fast pace.
- Another area in which governors are making a difference is in the deployment of teaching assistants. They questioned why teaching assistants were predominantly working with pupils of low ability or with additional needs. As a result, teaching assistants who have the right skill set work with the most able pupils too. This is evident in the teaching of mathematics in Year 6.
- The chair of governors works with leaders and the trust business manager on health and safety aspects. His risk assessments are regular and robust. He adds an additional layer of safeguarding expertise to the work of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a school culture where risks are constantly considered and managed well. The school has policies in place to ensure that pupils are well protected. All staff, including governors, undertake training in child protection. The checks undertaken on staff and visitors and at recruitment are stringent. Staff know how to keep pupils safe from abuse and sexual exploitation and from the influence of radical or extreme views. Pupils are protected well in school.
- The number of pupils with complex additional needs is higher than the national average. A team which focuses on the welfare of pupils meets fortnightly with leaders to make sure that the increasing numbers of pupils with complex needs are safe and secure in school. The team works with determination and sensitivity with pupils,

parents and external agencies to monitor and support the most vulnerable pupils.

- Pupils, parents, teachers and governors gain from the diversity of the school population. There is a clear acceptance of individual differences in the school.

Quality of teaching, learning and assessment

Good

- Pupils understand the expectations of good conduct. They are continually positive and enthusiastic about their learning. This supports them in making good progress.
- Subject leaders plan well and develop different strategies and activities according to pupils' individual needs, particularly in English and mathematics.
- Pupils reflect on their learning and adjust their strategies promptly in mathematics. Pupils make rapid progress and more of them are working at greater depth.
- Teaching assistants work well within classes and support pupils who have SEN and/or disabilities effectively. Some teaching assistants work with small groups of pupils and support and stretch their learning well. Leaders check and evaluate the progress pupils make in these groups to make sure that the interventions are working.
- Teachers are secure in their questioning. For example, in Years 5 and 6, teachers use questioning to support and challenge pupils. This helps ensure accurate vocabulary and rectify misconceptions.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well in mathematics. Teachers have a better focus on securing accurate spelling and grammar in Years 5 and 6 than in key stage 1.
- Leaders share homework on the website. When it is set, tasks are relevant to pupils' learning. Tasks back up skills learned and stretch pupils in thinking deeply and researching topics. Occasionally, some year leaders are failing to keep this aspect of support up to date.
- Pupils consolidate their reading and writing skills as they get older. For example, pupils are widening their vocabulary so that their writing reaches the higher standards. Pupils from Year 2 onwards add more sophisticated words and expressions to their writing. However, sometimes the support structures in writing limit the length of texts pupils write.
- There is no derogatory language in school.
- Teaching in the wider curriculum does not motivate pupils to apply their skills in new contexts on a regular basis.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils think deeply about themselves and reflect on their strengths. This boosts their confidence. They are ready for life in modern Britain and made aware of their responsibilities in moral choices in both key stages 1 and 2.

- Pupils are confident and self-assured. This was evident when pupils in key stage 1 were singing in assembly.
- Pupils are proud of the school.
- Pupils are considerate of each other. They accept and deliver a strong culture of helping each other and showing respect.
- Staff in the pastoral team are passionate about their roles. They provide an effective service according to the level of need of pupils.
- Parents say they chose the school because of its inclusivity and the effective support for pupils with SEN and/or disabilities. Consequently, there are more pupils who have SEN and/or disabilities than the national average, but they are doing well. There are several pupils who have high levels of need and leaders manage their issues expertly.
- Pupils do not think bullying is a problem in the school. They know about the different forms of bullying and the way to behave to resolve bullying issues.
- Pupils have plentiful opportunities to speak with adults. They use the posters in the school to identify staff to whom they can talk. This is a positive model of safeguarding practice.
- Pupils understand healthy eating and speak knowledgeably about balanced healthy snacks and meals.
- Leaders care about the welfare and emotional health of pupils and staff. They consider these aspects thoroughly whenever they are planning changes.

Behaviour

- The behaviour of pupils is good.
- Leaders know the pupils' families well and this has an impact on the respect shown for good discipline.
- Exclusions are rare and used as a last resort. Leaders make sure that there is adequate support for pupils when they return to school.
- Pupils behave very well in a range of circumstances, in learning and breaktimes. They understand why conflict is a negative behaviour and try to avoid it.
- An education welfare officer and a pastoral support adviser work with families that struggle to ensure that their children attend school on a regular basis. Their work is having an impact. Overall attendance is in line with the national average, now. There are, however, a minority of disadvantaged pupils and pupils who have SEN and/or disabilities who still do not attend regularly.

Outcomes for pupils

Good

- The end-of-key-stage-2 tests in 2017 showed that pupils made progress that was above the national average in reading, writing and mathematics. Disadvantaged pupils

made the same progress as others in reading and writing and performed better than others in mathematics.

- In English and mathematics, pupils are making strong progress. More pupils are producing work of greater depth.
- Pupils who were not reaching age-related expectations in Years 3 and 4 are reaching the expected levels in Years 5 and 6, especially in mathematics.
- Leaders monitor the work of disadvantaged pupils and those who have SEN and/or disabilities closely. There are several case studies of how disadvantaged pupils and those who have SEN and/or disabilities have made good progress from their starting points. In Years 1, 2 and 4, the difference between disadvantaged pupils and others is diminishing in writing. In Year 4 mathematics, disadvantaged pupils are achieving better than others.
- Phonics teaching is a strength. For those pupils who struggled to succeed in phonics in Year 2, support continues in Year 3 until pupils are confident in their letters and sounds.
- The majority of pupils read well and fluently. Yet, there are a few pupils who tend to guess rather than sound out words phonetically. Most older pupils choose their reading books wisely. Pupils in Years 5 and 6 can identify figurative language, but are not as confident when explaining inference or analysing quotations.
- Teachers stretch and challenge pupils in guided reading lessons.
- Pupil cohorts vary significantly in ability range, numbers of disadvantaged pupils and those who have SEN and/or disabilities. Leaders and teachers are well aware of this and plan work accordingly. Teachers' close tracking and checking ensure that pupils make good progress, especially in core subjects.
- Pupils are well prepared for the next stage of their education in the core subjects of English and mathematics and in an understanding of spiritual, moral, social and cultural perspectives and British values. However, there is not the same depth of learning in foundation subjects.

Early years provision

Good

- The leader of the early years has an accurate picture of the strengths of children in Reception classes. She knows who is making good progress. Hence, together with other teachers and staff, she can prepare good challenge and support for children.
- Teachers have assessed children carefully so that they know their starting points. Many children arrive in Reception with skills, knowledge and understanding that are well below the national average. During their time in Reception, teachers and teaching assistants continually assess children's progress and share this well with parents.
- The curriculum in Reception is stimulating. Teachers provide new topics, such as healthy eating, regularly and plan them well.
- Children are developing their writing skills because of the range of activities set and the support they receive.
- Children are able to sustain their concentration for a significant amount of time.

- As the transition to Year 1 approaches, teachers share work between Reception and Year 1. Children learn more formal practices so that transition to the next key stage is seamless. It is a similar picture when children move from nursery provision to Reception. Several parents spoke of the high level of communication prior to their children starting school.
- The inclusion leader tracks the progress of children who have SEN and/or disabilities. In addition, she uses her skills to identify children with individual and complex needs so that they can be met effectively.
- In 2017, the proportion of children who reached a good level of development was in line with the national average.
- Safeguarding is effective. Teachers and teaching assistants are trained in paediatric first aid so that incidents can be handled appropriately. Staff assess potential risks in practical activities conscientiously.

School details

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| Unique reference number | 137271 |
| Local authority | Gloucestershire |
| Inspection number | 10042709 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 608 |
| Appropriate authority | The governing body |
| Chair | Damon Ballinger |
| Headteacher | Cariad Lewis |
| Telephone number | 01242673814 |
| Website | www.bishopscleeve.gloucs.sch.uk/ |
| Email address | admin@bishopscleeve.gloucs.sch.uk |
| Date of previous inspection | 18–19 March 2014 |

Information about this school

- Bishops Cleeve Primary Academy is a member of the Gloucestershire Learning Alliance.
- Bishops Cleeve Primary Academy is larger than the average primary school.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The proportion of pupils supported by the pupil premium funding is below the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

Information about this inspection

- Inspectors visited lessons jointly with the headteacher and senior leaders.
- A wide sample of pupils' work, from all year groups, was scrutinised.
- Inspectors talked formally with groups of pupils, as well as with pupils informally across the site.
- Meetings were held with the headteacher, senior and middle leaders, members of the governing body and the chief executive officer.
- Information and other documentary evidence were evaluated, including that relating to safeguarding and school evaluation.
- Inspectors took account of the 132 responses to and 129 comments on the online Parent View survey, and the 65 responses to the pupil and the 64 responses to the staff online survey.

Inspection team

| | |
|--------------------------------|-------------------------|
| Kathy Maddocks, lead inspector | Her Majesty's Inspector |
| Wendy Hanrahan | Ofsted Inspector |
| Emma Jelley | Ofsted Inspector |

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