

# Bishops Tawton Primary School

## Inspection report

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<b>Unique Reference Number</b>	113134
<b>Local Authority</b>	Devon
<b>Inspection number</b>	279100
<b>Inspection dates</b>	10–11 January 2007
<b>Reporting inspector</b>	Pauline Robins HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	124
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeremy Mann
<b>Headteacher</b>	Gillian Gillett
<b>Date of previous school inspection</b>	27 March 2000
<b>School address</b>	School Lane Bishops Tawton Barnstaple EX32 0AE
<b>Telephone number</b>	01271 343002
<b>Fax number</b>	01271 323056

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Bishops Tawton is a smaller than average primary school which serves a village community but also draws approximately 50% of its pupils from the outskirts of Barnstaple. Although improvements have been made to the buildings since the last inspection, the site is still dispersed and pupils must walk outside to the toilets and between classrooms. The percentage of pupils with learning difficulties or disabilities is low and one pupil has a statement of special educational need. The vast majority of pupils are of White British heritage.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Bishops Tawton is an outstanding and very special school where pupils really enjoy learning. Every individual is valued and there is lots of laughter. Despite good achievement, there is no hint of complacency and it is a school continually seeking ways to improve through diligent and accurate self-evaluation. The school is exceptionally well led by an outstanding headteacher supported by a dedicated and highly professional staff. Standards by the end of Year 2 and Year 6 have been consistently above the national average for the last four years and pupils make good progress during their time in the school. Standards and progress have been sustained at high levels since the last inspection because of the very effective leadership and team approach. Although standards are above average, through its own self-analysis, the school has rightly recognised that more could be done to improve the achievement of higher ability girls in mathematics.

Parents recognise how good the school is. As one parent stated, 'As a parent I could not be happier; the school offers a very caring, safe environment. It provides wonderful opportunities for the children...the staff ensure that the children learn to become independent and prepares them well for the future.'

Taken overall, teaching is outstanding. Lessons are lively and interesting and pupils take part with real enthusiasm. The curriculum is a real strength of the school and offers pupils an excellent variety of activities over and above what is usually seen. Pupils' attitudes and behaviour are outstanding, and attendance is good. Relationships are excellent and play a key role in the good progress pupils make. The provision for care, support and guidance is a great strength. The school's links with outside agencies and individuals to promote the well-being of pupils and enrich the curriculum are outstanding. The strong leadership of the headteacher, and the support of the staff and governors, gives the school the capacity to improve further.

The quality of provision in the Foundation Stage is good. The unexpected absence of the substantive teacher is appropriately covered by the school. Additional teaching assistant (TA) support is effective in maintaining continuity. The children enter the school with standards which are broadly average and make good progress to reach the nationally expected learning goals by the end of the Reception year. However, the school correctly recognises that more opportunities need to be found for children to write. Children settle very quickly into the school and are well supported by the older pupils. As one said to the inspector, 'the little ones make you laugh and cheer you up in the morning'. From an early age children are involved in their own assessment through discussion with adults and the use of information and communication technology (ICT) to demonstrate and record progress.

### What the school should do to improve further

- Increase the number of girls achieving at the higher levels in mathematics by consolidating the initiatives the school has already identified.

## Achievement and standards

### Grade: 2

When analysing data on such small year groups it is difficult to judge the significance of trends and rates of improvement. However, standards are above average and achievement is consistently good throughout the school and in all subjects. Pupils make good progress throughout their

time in the school and there is evidence from the school data that this is an improving picture; those pupils with learning difficulties or disabilities make as good and sometimes better progress than their peers to reach their targets.

Standards at the end of Year 2 have been consistently high and the average points scored by pupils in their assessments have increased year on year. Teachers have high expectations of the pupils and early intervention to support literacy in Year 1 has contributed to raising standards. At the end of Key Stage 2 standards have been maintained. Results are above the national average for pupils who achieve at the expected Level 4 and for those who achieve beyond this level. The school has taken effective action to address an earlier decline in standards in mathematics but has yet to raise the standards for higher achieving girls.

As in previous years the school looks set to reach the challenging targets it has set, based on robust data analysis. Class teachers know their pupils well and keep detailed information on their progress. Not only do they formally assess at regular intervals but they maintain a simple yet highly effective system of daily monitoring which accurately informs their planning and targets support to individual pupils.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Pupils' spiritual, moral, social and cultural development is excellent. Pupils are thoughtful, hold clear views on what is right and wrong, work and play well together, and take considerable responsibility for their work and each other. The school takes every opportunity to broaden the pupils' understanding of what it means to live in a multicultural society and recognises the importance of this for pupils who live in a relatively isolated, rural community. Visits are central to personal development, especially in the way pupils learn to appreciate literature, music, and art, and in promoting their excellent understanding of how to be safe. Pupils greatly enjoy coming to school. When asked their views on the quality of teaching, they say that teachers make learning fun. Behaviour in class, the playground and elsewhere is excellent. The pupils believe this is because they have a good and healthy school where everyone knows each other and they help each other. This also accounts for the fact that there is no bullying. The school council is very active and their annual election process attracts visitors to the school, including local politicians. As a result the pupils understand the democratic process and have high regard for the significant part they play in school developments. All of these elements, together with good standards in literacy and numeracy, prepare pupils to contribute to the community and develop skills for their future working life.

Pupils are very health aware. They enjoy healthy snacks at playtime, the availability of drinking water and the school run catering service which provides meals using local produce.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The school's effective monitoring of teaching is accurate in judging it to be outstanding. Evidence provided by the school's extensive data analysis shows that the progress pupils make in their learning is accelerating as new teaching initiatives are consistently used by all teachers. Throughout the school pupils enjoy learning and achieve well because teachers ensure that

lessons are presented in interesting and varied ways. This includes effective use of ICT as a teaching and learning tool. Science teaching is a particular strength. Teachers plan their work well and have high expectations, catering effectively for the range of needs and abilities. Teachers make good links between subjects, for instance when using Egyptian mummies as stimuli for literacy. Pupils adopt mature attitudes and form outstanding relationships with staff. The very good emphasis on speaking and listening promotes pupils' confidence and understanding. Pupils also benefit from the high quality support of teaching assistants who are well trained and play an active role in the teaching, assessment and personal support of pupils.

Pupils know and understand their targets for improvement and talk about their learning using a vocabulary which is shared throughout the school. This ensures they have a real understanding of what is expected of them and why they are working on specific activities in lessons. Teachers use assessment information to help pupils reach their targets by regularly monitoring progress and adjusting their lesson planning appropriately. Pupils also use 'talking partners' to explain to each other how they work through the problem solving process; this further enhances their learning and understanding.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding because it is extremely varied and enables pupils to enjoy lessons and make good progress. Imaginative links between subjects make learning meaningful for pupils. The outstanding use of visits and visitors broadens pupils' horizons and enlivens learning. As one visitor wrote, 'the school nurtures a powerful sense of belonging and acceptance – each child feels valued and loved. The school is open to explore new ways of learning and it works!' Pupils have excellent opportunities for extended activities beyond the school day, developing their skills further, particularly in sport and music. The very good arrangements for citizenship and personal, social and health education (PSHE) contribute very significantly to pupils' social development and the preparation for future living.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support provided by the school are outstanding. What comes across very strongly is how much the staff care about pupils. As a result pupils feel safe and valued. Child protection procedures are in place and work effectively. The school has excellent links with outside support agencies. The school's PSHE and citizenship education programme is effective, well planned and integral to everything that goes on in the school. It prepares pupils to think for themselves and develop a balanced view of the world. The school monitors pupils' performance very thoroughly and uses this information effectively to influence teaching and target support. Even the youngest pupils are involved in talking about their learning and discussing ways in which they can improve.

## **Leadership and management**

### **Grade: 1**

The leadership and management of the school are outstanding. The headteacher has a calm, understated yet confident style of collaborative leadership which inspires her governors, staff

and pupils to work with her. She has a clear vision for the school and has the drive and conviction to achieve it. The headteacher is ably supported by a team of staff who feel empowered and engaged in the drive towards achieving the best for, and by, the pupils. There is a 'can do' culture in the school. As a result, standards and pupils' progress have improved and pupils flourish within an ethos of challenge, support and fun.

Subject coordinators play an important part in raising standards by monitoring and improving the provision in their areas. School self-evaluation is very strong. All staff have an accurate understanding of the school's strengths and areas for development. Priorities for school improvement arise out of careful analysis. There are rigorous procedures for monitoring and improving the quality of teaching. Excellent use is made of assessment data to monitor pupils' progress and to target support.

The governing body is knowledgeable and has a strong commitment to the school; governors understand and take their role very seriously. They know the school's strengths and weaknesses and are actively involved in the school self-evaluation process.

As a result of the dedication and rigour shown by the headteacher and her staff this is a school which is not complacent and has made improvements since the last inspection. It clearly has the capacity to improve further.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

You may remember that I visited your school recently to find out how good it is and how well you are doing. Thank you for being so friendly, helpful and telling me about your school. A particular thank you to those representatives of the school council and Rocket Readers who really helped me to understand what Bishops Tawton is all about. I told you I would write to let you know what I found out.

I think that you are lucky to be attending an outstanding school where you are happy, have fun and learn many new things. Well done for working so hard, behaving well and helping each other, because this helps you to make such good progress.

Your headteacher, staff and governors are working very hard to make it even better and this is why I think their leadership is outstanding. I really like the range of activities that help you to enjoy learning. I agree that you are extremely well taught and cared for. I also know that you benefit from a fantastic range of visits and visitors and an exciting curriculum.

I especially like the way you help and care for each other and the opportunities you have to learn how to respect others and learn important social skills. It was wonderful to listen to you talking about your learning with each other and deciding what you must do in order to improve your work.

Your school is always looking for ways to be even better and I have asked the headteacher and the staff to help the most able girls reach higher standards in their mathematics.