



Cropwell Bishop Primary School

Inspection Report

Unique Reference Number 122635
LEA NOTTINGHAMSHIRE LEA
Inspection number 281312
Inspection dates 22 September 2005 to 23 September 2005
Reporting inspector Mr. John Foster LI

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

Type of school	Primary	School address	Stockwell Lane
School category	Community		NG12 3BX
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	0115 989 2250
Number on roll	159	Fax number	0115 989 0471
Appropriate authority	The governing body	Chair of governors	Mr. Andrew Clark
Date of previous inspection	27 March 2000	Headteacher	Mr. Philip Palmer

Age group 4 to 11	Inspection dates 22 September 2005 - 23 September 2005	Inspection number 281312
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

In this smaller than the average primary school, all pupils are of white British descent with English as their first language. The percentages of pupils eligible for free school meals and those having learning difficulties and disabilities are both below average. When they start school children's knowledge and skills are typical for 4 and 5 year olds. The school has gained the 'Investors in People' award, the 'Sports Mark' and 'FA Mark' awards for soccer skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school, allowing pupils to make outstanding progress. Most aspects of the school's provision are exemplary. The arrangements for pupils' care, guidance and support are outstanding. Pupils are consistently encouraged to achieve their 'Personal greatness'. The Foundation Stage provision is outstanding and most children attain, and many surpass, expected standards. By the end of Year 6 pupils reach above average standards in English and mathematics and well above average in science. In English, the school has identified the need to improve pupils' writing in order that more will attain the higher level in the Year 6 national tests. The predominant reason for pupils' excellent progress is the very good, and frequently outstanding, teaching. The school is aware that some work needs to be done to ensure that all teaching is consistently of the highest standard. The school listens to and acts upon the views of all those connected with the school are. Parents contribute positively to school life. Leadership and management are outstanding. The headteacher and deputy headteacher give a very strong lead to the staff. The school's self-evaluation shows that they view themselves as an outstanding school. Inspection evidence confirms this view. Governors have an excellent understanding of the strengths of the school and where improvements are needed. Although the unit costs are relatively high, the school gives very good value for money. The school has successfully addressed the issues raised at the last inspection and identified the priorities for further improvements. It is very well placed to implement these improvements.

What the school should do to improve further

- Raise standards further in English, particularly in writing, so that the standards are more in line with those in mathematics and science; - Ensure consistency in the quality of teaching, in order to further improve the very good rate of pupils' learning and progress.

Achievement and standards

Grade: 1

Throughout the school pupils are given, and meet, challenging targets enabling them to make outstanding progress. By the end of Year 6 they attain above average standards in English and mathematics and well above average in science, representing outstanding achievement overall. There is little difference in the achievement of different groups of pupils. Those identified as having special educational needs or as gifted and talented make similar progress to other pupils. In the reception class the children experience an excellent start to their education. They are given a wide range of well-planned experiences enabling them to make the best possible progress. In Key Stage 1, pupils continue to make outstanding progress and by the end of Year 2 almost all attain average standards for their age in reading, writing and mathematics, with a significant number attaining the higher Level 3. In Years 3 to 6 pupils continue to make excellent progress in learning and generally reach, with many exceeding, the expected levels. A

significantly lower percentage of pupils attain Level 5 in English than in mathematics or science. The school is aware of this difference and has highlighted the development of pupils' writing as a priority in the school improvement plan.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. The school more than fulfils its stated aim of, "providing an inclusive environment for all within which we will empower them to want to do their very best." Pupils consider the school to be, 'a good place to learn'. This is reflected in their great enthusiasm and their excellent behaviour and attitudes. Pupils contribute very successfully to the school community and the school council is effectively involved in the work of the school. Pupils' support for the wider community is seen in the very good links with the village and the wide range of charities to which they contribute. Attendance is good. Pupils' spiritual, moral, social and cultural development is good overall. School assemblies develop and strongly reinforce personal responsibilities and, as a consequence, pupils' social and moral development is outstanding. Health and personal development programmes are well structured to help pupils to understand others' feelings. Pupils report few incidents of disagreement and where these happen the systems used ensure a quick and sensible resolution. Pupils have an excellent understanding of healthy lifestyles, reflected in the choices they make at lunchtime and their daily snacks. Pupils enjoy physical activities and actively involve themselves in an excellent range of extra-curricular sports and games.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is very good overall, with outstanding features. Teachers plan lessons very well and have very high expectations of pupils' performance in their work and their behaviour. However, whilst the pace in some lessons is not always sufficiently robust, pupils make outstanding progress overall because of their outstanding attitudes towards their work and their behaviour. Teachers assess pupils' work regularly and in their marking they give very clear indications to the pupils about what they have done well and how their work can be improved. This has had a positive effect on standards overall, though in writing it has yet to have a significant impact on the percentage of pupils reaching Level 5 in English. Data gained from high quality assessment of pupils' work is used to plan challenging work for all levels of ability. Teachers ensure that all pupils are challenged equally at their own levels. Because of the exemplary behaviour in the school, teachers are able to concentrate on ensuring that the time available is used to best advantage. Evidence from pupils' work shows that their achievement is outstanding. Pupils with special educational needs are given excellent support so that they make the best possible progress. High quality individual education plans identify their particular needs, and teaching assistants work very well alongside teachers to give pupils very good support.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum, fully meeting national requirements. It is broad, balanced and creative. The use of visitors and visits enhance the excellent curriculum provision. Children in reception and Years 1 and 2 attended a local agricultural show. They gained much from the visit and talked enthusiastically about the animals they had seen. The pupils in Years 3 to 6 attended a local theatre to see a children's version of Romeo and Juliet. They discussed animatedly the characters they had seen and the ways in which the production used scenery and lighting to establish different effects. Beyond the normal school day, the pupils are given many opportunities to develop their learning. An outstanding range of extra-curricular activities, organised by staff and parents, helps the pupils to maintain a healthy lifestyle through physical activities. Pupils are able to develop their creative and artistic skills through other high quality activities.

Care, guidance and support

Grade: 1

This is an outstanding aspect of the school's work, with a very clear focus on caring for and developing each pupil. The high priority given to pupils' personal well-being by all adults encourages pupils in turn to care for and support each other. Pupils are confident that they can turn to any adult for help if they have problems. The provision for health, safety and well-being is very good. Child protection procedures are securely in place. The provision for pupils with special educational needs or other difficulties is exemplary, with high levels of support in school and through excellent links with outside agencies. The marking of pupils' work and the guidance given to them on how to improve further is exceptionally good. Targets in pupils' English books, for example, give clear guidance on what they need to do to improve their work and move to the higher levels.

Leadership and management

Grade: 1

The quality of leadership and management is outstanding. The headteacher provides exceptional leadership and is fully supported by the excellent deputy headteacher. Together they lead a staff team that is fully committed to providing a high class education for the pupils in their care. Teachers with responsibilities for individual subjects and the special educational needs co-ordinator all provide excellent leadership in ensuring that their monitoring, evaluating and development roles are fully implemented. Appropriate time is given to all teachers to allow them to perform their duties effectively. There are outstanding arrangements for monitoring the school's performance. Frequent meetings between staff, particularly the senior management team, evaluate the school's results, the ways in which the priorities in the school improvement plan are being met and how well the pupils are progressing. The analysis made enables the school to re-assess its priorities and identify what then needs to be

done to further improve its provision. Performance management arrangements are well established and all targets are linked closely to the school's school improvement plan. Financial arrangements and control are excellent. The budget is well monitored and the school ensures that best value is gained when purchasing goods and services. In spite of the relatively high cost per pupil, the school provides good value for money. Governance is outstanding. The governors are fully involved in decision making and very professional in their approach to their responsibilities. They are fully informed and acutely aware of what is good about the school and where improvements need to be made.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, Mr Francis and I visited your school this week to carry out an inspection. This letter is to thank you all for the welcome you gave us, for helping us with our work and to let you know what we found out about your school. You are very fortunate to go to a school as good as Cropwell Bishop. It gives you an outstanding education and you are cared for very well by the staff. The teachers make sure that you have work that is right for your age and if you have difficulty with any part of your work they plan special activities to help you to make good progress. You have an excellent headteacher and deputy headteacher in Mr Palmer and Mrs Moore. They work very hard with all the staff to give you a good start to your lives because they all care so much about each one of you. Most of you reach standards in your work that are better than in most schools in the country. You do particularly well in science and mathematics, but your work in writing needs some improvement. You are fortunate that the staff and many of your parents work very hard to give you many opportunities to take part in activities after school. There are very few schools that have as many activities as you enjoy. The pupils we talked to during the two days we were in school were obviously very happy at the school, and could think of very few things to change about it. We would ask that you keep on working as hard as you are doing and strive to maintain your 'Personal Greatness'.