



# Bishop Carpenter Church of England Aided Primary School

## Inspection Report

**Unique Reference Number** 123180  
**LEA** Oxfordshire LEA  
**Inspection number** 281424  
**Inspection dates** 10 January 2006 to 11 January 2006  
**Reporting inspector** Christopher Parker AI

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Voluntary aided		North Newington
<b>Age range of pupils</b>	5 to 11		Banbury OX15 6AQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01295 730404
<b>Number on roll</b>	109	<b>Fax number</b>	01295 730404
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr J Bentley
<b>Date of previous inspection</b>	28 February 2000	<b>Headteacher</b>	Miss S J Lenihan

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 10 January 2006 - 11 January 2006	<b>Inspection number</b> 281424
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

The school is much smaller than average. Almost all pupils are White British. A small number of pupils come from other backgrounds. All speak English as their first language. There are three looked after children. There are fewer pupils with learning difficulties and disabilities than usual. One pupil has a statement of special educational need. The headteacher took up her post in April 2005 following a period when the school was led by an acting headteacher. There have also been recent changes to the teaching staff and to the governing body. At the moment three temporary teachers are covering two maternity leaves and a vacancy. Attainment on entry fluctuates between average and above average from year to year. Children start school in the term in which they are five.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

'Pursuing excellence, promoting Christian values and celebrating achievement,' are at the heart of the school's improvement strategy. The new headteacher has set very clear priorities for improvement, based on an accurate evaluation of the school's effectiveness. There are high aspirations for providing an outstanding education for the pupils. Currently, the overall effectiveness is good and, on the basis of many recent developments, it is well placed to improve further. The school provides good value for money. At the end of Year 6 the pupils achieve high standards. They make good progress because they are well taught. The older pupils do particularly well because the teaching is very effective in Years 5 and 6. Lessons are lively and interesting but there are inconsistencies in the use of marking and target setting to raise standards in writing. Standards in information and communication technology (ICT) have improved and are now average. However, ICT is not used sufficiently to extend learning right across the curriculum. The provision and standards in the Foundation Stage are satisfactory but poor resources and the limitations of the accommodation, particularly for outdoor learning, restrict the progress the pupils make. Leadership and management are good. The new headteacher has very quickly established a clear direction for the school and governors share her determination to bring further improvement. One parent commented, 'the headteacher has become a valuable asset to the school in a very short space of time.' Almost all parents are pleased with work of the school. Some parents commented that, 'communication between home and school is excellent.'

### What the school should do to improve further

\* Improve marking and target setting to ensure pupils, in all year groups, reach high standards in writing\* Make more effective use of ICT to enhance learning right across the curriculum\* Improve resources and outdoor facilities for the pupils in the Foundation Stage.

## Achievement and standards

### Grade: 2

Pupils are making good progress and reaching high standards by the end of Year 6. The results of national tests have risen steadily over the last three years. In 2005 they exceeded challenging targets. A very high proportion of pupils achieved the highest level. Results of national tests at the end of Year 2 have fluctuated between average and slightly above average for the last few years. However, results in writing have not been as high as they should. The school is now working to improve this as a priority within its improvement plan. The youngest children make satisfactory progress and most reach the goals set for the end of the reception year. At the last inspection standards in ICT were not high enough. Pupils now have the skills and competencies expected for their ages but do not have sufficient opportunities to use and apply their skills needed to reach higher standards. The pupils with learning difficulties and disabilities make good progress towards their targets because they are well supported.

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

### **Grade: 2**

The pupils' spiritual, moral, social and cultural development is good. In conversation the pupils show respect for the views of others, talk animatedly about their responsibilities and show considerable concern for the wellbeing of others. The 'buddies' are particularly aware of the need to ensure everyone is happy at playtimes. Attendance rates are well above average. The pupils say they enjoy learning and this is very evident in lessons where they listen carefully, contribute fully and rise to the challenges set for them. The oldest pupils say they 'like the work to be hard'. In most lessons the pupils' behaviour is very good but occasionally the younger children become restless when they are inactive for too long. The pupils say they feel safe in school. This is confirmed by a recent survey of their views. Some of the older pupils take part in 'safety patrols' which help to keep the school a safe place. They participate in physical education and sports in lessons and after school. They recognise how important it is to be fit and to eat a healthy diet. The school council provides pupils with good opportunities to contribute to the school community and to make improvements. Although the school council is a recent development pupils have already improved resources for playtimes and set their sights on improving the toilets. The pupils develop good basic skills in English and mathematics which equip them well for their future economic well-being. Some pupils also attend a 'Young Enterprise' club.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The teachers make it very clear what they expect the pupils to learn and modify the tasks they set to take account of different ages and abilities. Lessons are lively, well paced and interesting. The teaching in Years 5 and 6 is particularly strong. For example, pupils were set a demanding task to discover patterns and relationships in sequences of numbers. They were motivated, enjoyed the challenge and used a range of strategies to arrive at a formula they could apply to similar problems. One pupil wrote to the inspector and commented that his teacher 'is very well organised and always seems to know what to do.' The oldest pupils' writing skills are developed systematically and successfully because they are very well taught and displays within their classroom provide them with clear guidance and visible targets. However, similar conditions for learning are not well established in all classrooms. There are also inconsistencies in the quality of the teachers' marking. In some cases it is very effective in helping the pupils to improve; in others it is less successful. Teachers and teaching assistants work together well. In a mathematics lesson in the mixed Year 3 and 4 class, the teacher and his assistant took it in turns to set questions with an appropriate level of challenge to each year group to get the pupils 'warmed up' for the tasks to follow. The teaching of the youngest children is satisfactory. Its effectiveness is restricted by the limitations of resources, the accommodation and, particularly, the absence of an outdoor area.

## **Curriculum and other activities**

### **Grade: 2**

The pupils enjoy the broad and interesting range of work they do. There is good provision for literacy and numeracy, and many opportunities for pupils to extend and enhance their learning, for example, through events such as 'black history month'. The teachers are currently revising curriculum plans to make stronger links between subjects and to encourage ICT to be used widely to support learning. Currently, ICT is not used extensively enough. Educational visits to, for example, Sulgrave Manor add interest to the curriculum and help to bring colour and life to the pupils' learning in history. The study of major world faiths such as Hinduism and Buddhism add diversity to their learning. Pupils value and enjoy the clubs and extra-curricular activities the school provides.

## **Care, guidance and support**

### **Grade: 3**

Some parents commented very positively about the high quality of care for all pupils. The inspector agrees that the teachers and their assistants create a warm, friendly and secure atmosphere for the pupils. Health and safety checks are carried out and recorded appropriately. The teachers have all had recent training in child protection. Arrangements for monitoring the progress and well-being of pupils with learning difficulties and disabilities and those who are looked after are thorough and comprehensive. Links with outside agencies are used effectively to provide support for the pupils when it is necessary. The tracking of the pupils' progress is satisfactory. However, the information is not in a format that provides a clear picture of each pupil's progress or a sharp focus for planning the next stage of learning. Consequently the setting of goals and targets for each child is inconsistent. In Years 5 and 6 target setting is working particularly well but in other classes it is not as effective as it should be in promoting rapid progress, particularly in writing.

## **Leadership and management**

### **Grade: 2**

The new headteacher has been very effective in establishing a clear direction for the school. She has put into place a considered and well structured improvement plan with the aim of providing an excellent education for the pupils. By engaging all members of staff, both permanent and temporary, and actively involving them in planning and implementing improvements there is a high level of commitment and shared understanding of the school's goals. As a result the pupils continue to make good progress and staff are seeking to raise standards further. The new headteacher's monitoring of the quality of teaching is incisive and highlights where teachers need to improve. This is part of a good, comprehensive and accurate programme of self evaluation which takes full account of parents' views and is also used to identify the professional development needs for all members of staff. There is now a structure within which all teachers have leadership roles. Whilst this is a relatively recent

development it has brought with it an urgency to tackle issues, which in some cases have not been adequately addressed since the last inspection. For example, despite the considerable reserve of funds the resources and outdoor facilities for the youngest pupils remain inadequate. Other outstanding issues have now been tackled successfully and there is much recent evidence to support the view that the school is well placed to improve further and at a good pace. Governors are now playing an active and effective role in monitoring the work of the school and are increasingly holding the headteacher to account.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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>	<b>16-19</b>
--	-----------------------	--------------

### 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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	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

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

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to me. You are able to learn in a friendly school where the adults take good care of you. You feel safe, behave very well and listen to each other's views carefully. You told me that you enjoy lessons and like 'hard work' that makes you think. Some of you said that you liked the changes made by your new headteacher. You particularly value the School Council, which now represents your views well.

You are doing well in lessons. You listen carefully, concentrate on your work and make good progress. However, there are areas where some of you could do even better. Some, but not all, of your work is marked very well and helps you to improve. I have asked the teachers to make sure all marking helps you to improve your work and you all have clear targets to help you become very good writers. The teachers make lessons interesting and lively. You sometimes use information and communication technology (ICT) but not often enough. I have asked the teachers to give you more opportunities to use ICT in many different lessons. When the school was last inspected it was asked to provide good quality resources and an outdoor area for the reception children. The situation has not improved very much so I have asked the headteacher and the chair of governors to improve things as soon as they can.

I enjoyed being in your school. I hope that in the future it is even more successful in helping you to do as well as you possibly can.