

Burton Bishop Wilson CofE (Aided) Primary School

Inspection report

Unique Reference Number	111312
Local Authority	Cheshire
Inspection number	288923
Inspection date	23 May 2007
Reporting inspector	Sara Morrissey HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	102
School	
Appropriate authority	The governing body
Chair	Rev Canon HJ Aldridge
Headteacher	Mrs Susan Warner
Date of previous school inspection	21 February 2005
School address	Puddington Lane Burton Neston Merseyside CH64 5SE
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Age group	4–11
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Introduction

At the time of the last inspection in February 2005, the school was judged to have serious weaknesses. A subsequent monitoring inspection in October 2005 judged that the school had made good progress in tackling the identified areas for improvement. This inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Bishop Wilson is a small rural school that serves a number of villages in an area of social and economic advantage in north west Cheshire. A lower than average number of pupils are eligible for free school meals. The great majority are from White British backgrounds and the proportion with English as an additional language is low. Although the number of pupils with learning difficulties and/or disabilities is below the national average, the proportion with statements for their special educational needs is similar to that seen in other schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school's previous designation as having serious weaknesses no longer applies.

This is a good school where pupils thrive in a happy and friendly environment. Staff work hard together as a team to fulfil the school's aim to 'rise above the ordinary, developing an education which can unlock potential and transform lives'. Good relationships are fostered throughout the school. Pupils feel safe and benefit from a wide range of opportunities that promote good personal development and well-being. Pupils enjoy coming to school. Their behaviour is impeccable and their attitudes to learning are positive and enthusiastic in both work and play. Pupils value the chance to represent their classmates as school council members and take on responsibilities willingly. They are supportive and respectful of each other. Parents speak well of the links that have been established with the school and are confident about the care and support that their children receive.

Children arrive at school with a range of skills and previous learning experiences that enable them to make good progress in the Foundation Stage because of good quality teaching and a stimulating curriculum. In Years 1 to 6, the quality of teaching and learning is good and the pupils make good progress in most areas. The school's results in national tests at the end of Key Stage 1 are above average in English, mathematics and science. Pupils' progress has been more variable at Key Stage 2 because of past weaknesses in the quality of teaching. However, as a result of targeted support over the last year, pupils are making more rapid gains in their learning. Information and communication technology (ICT) is given a high priority and as a result pupils' skills are developed well. Pupils' extended writing is less well developed and does not always match their capabilities in other areas. Staff plan their lessons well and create exciting learning environments in their classrooms. Pupils are actively involved in their learning and are eager to do well. There is some excellent practice in the marking of work but it does not consistently tell pupils how to improve in all subjects.

Leadership and management are good at all levels. The headteacher has made clear the roles of all staff and good training and support mean that leaders and managers are able to fulfil their roles effectively. Staff have worked hard together to improve the quality of teaching and to raise achievement. They are well informed by assessment information but do not use tracking systems consistently to measure the progress that pupils make over time. Governors take an active interest in the life of the school and are able to act as a critical friend. The school understands its strengths and areas to improve as a result of accurate self-evaluation. Weaknesses identified at the previous inspection have been successfully tackled. The school provides good value for money and is well placed to improve further.

What the school should do to improve further

- Raise pupils' achievement in extended writing.
- Improve the quality of marking so that it matches the best practice.
- Use tracking systems consistently to measure more rigorously the progress made by pupils towards their targets.

Achievement and standards

Grade: 2

Standards are satisfactory but rising and pupils' achievement is good overall. At Key Stage 1, pupils attain standards that are above the national average. Due to a legacy of underachievement in the past, standards reached by the end of Year 6 are broadly in line with those seen nationally.

Children enter the Foundation Stage with a range of skills that are broadly similar to those seen nationally. During their time in Reception, they make good progress towards achieving their early learning goals. By the time they enter Key Stage 1 most pupils have gained the skills necessary for learning, although some still need to develop their listening and speaking skills further. Pupils continue to make good progress during Key Stage 1. The school's test results show that standards have risen over the last three years at a rate that is faster than the national trend. At Key Stage 2, progress has been more uneven because of past disruptions in teaching due to long term staff absence. However, during the last year tailored support has enabled pupils to make good progress and most are now on track to meet challenging targets. Pupils' extended writing skills are less well developed than other areas of learning and this is currently a whole school focus for improvement. Pupils with learning difficulties and/or disabilities are well supported so that they make the same progress as other learners. High attaining pupils are provided with additional challenges so that their needs are met in most lessons.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school. They generally attend regularly but attendance rates are affected by the numbers that take holidays during term time. Pupils behave well and have very positive attitudes. They understand the difference between right and wrong and enjoy warm relationships with adults in the school. Pupils are taught how to respond to bullying if it should occur, but they report that it is rare and dealt with well by adults. The 'Positive People Programme' effectively supports those pupils who lack confidence or self-esteem. Pupils know about keeping healthy and staying safe because of a thorough programme of personal, social and health education (PSHE). They also report that healthy school dinners are 'yummy'. Pupils enjoy taking part in the many activities and events arranged by the school that enhance their learning. They value each other's achievements which are regularly celebrated, for example through the 'Golden Book' and the 'Writer of the Week' awards. Pupils are proud of their school and keen to take on responsibilities. Members of the school council have contributed to a review of the school's anti-bullying policy and put forward ideas to help plans for new school buildings. Other pupils act as helpers and mentors to younger children and carry out their duties very conscientiously. The Christian ethos of the school contributes well to pupils' good spiritual, moral, social and cultural development. Good opportunities are provided through the curriculum to enable pupils to learn the basic skills that will be useful to them in the next steps of their education.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and has improved as a result of regular monitoring of its quality and the sharing of good practice. Teachers use detailed assessment information effectively to plan lessons that match the needs of different pupils and enable them to engage

more actively in their own learning. Pupils are enthusiastic about their lessons and enjoy the variety of tasks they are given to meet learning objectives. Independent learning is encouraged from the time children join the Foundation Stage. For example, children in Reception enjoyed choosing from a series of photographs taken during a visit from the police, to help them produce a non-fiction book. Pupils are given many opportunities to work in pairs or small groups and support from additional adults is used well to build their confidence to work independently. Opportunities are built in for older pupils to assess their own learning so that they understand better what they need to do to improve. Examples of excellent marking provide helpful guidance for pupils, but this is not consistent across the school. Staff use interactive whiteboards effectively to support their teaching. Pupils are confident users of ICT and this enriches their learning further as well as developing their skills.

Curriculum and other activities

Grade: 2

The curriculum is well matched to the needs of the pupils and meets statutory requirements. ICT is well embedded within the curriculum and provides a useful tool for learning. Regular reviews enable the curriculum to be modified to promote pupils' good achievement and personal development. While pupils are aware that there is a strong focus on the core subjects, in particular on improving their writing, they also appreciate the many opportunities to extend their learning in different subject areas. Bright and imaginative displays around the school reflect the breadth of the curriculum experienced by pupils which is enriched by visits, visitors and school clubs. Links established with the Royal Society for the Protection of Birds, for example, enhance pupils' awareness of their local environment and visits to local places of historical interest act as a powerful stimulus for learning back in the classroom. Pupils gain a wider appreciation of sport, music and the arts through the many extra-curricular activities available.

Care, guidance and support

Grade: 2

Staff work hard to foster a love for learning in all children so that they can achieve their potential. They act as good role models for older pupils, who in turn provide good care for younger children around the school. Safeguarding procedures are robust and child protection procedures are in place. Links have been established with external agencies so that referrals for support can be swiftly made should the need arise. Teachers know their pupils well and tailor support to ensure that pupils can overcome any barriers to learning and achieve well. Pupils understand how well they are doing and what needs to be improved. They are beginning to take more responsibility for assessing their own learning. Arrangements are in place to ensure the smooth transition of pupils to secondary schools.

Leadership and management

Grade: 2

The headteacher provides dynamic and enthusiastic leadership. Her clear understanding of the priorities for the school is evident in a school development plan that sets out concisely a strategic plan for future improvement. Responsibilities and roles have been restructured and all staff understand what is expected of them. Good quality training and support have enabled them to fulfil their roles with more confidence. A strong team spirit pervades the school and there

is a determination to improve further. The school reviews and evaluates its work systematically. For example, careful monitoring of the quality of teaching has enabled teachers to gain a better understanding of expectations and standards in different classes. This means that they are able to plan more strategically to raise achievement and standards. Detailed tracking procedures provide teachers with an accurate view of the needs of individual pupils. However, a consistent approach to measuring progress to identify trends over time and to inform planning has not been established. Governors take an active interest in the life of the school and hold it to account effectively. They are linked to specific aspects of provision, for example curriculum, and as a result are able to evaluate its impact on pupils' achievement and personal development. Resources are well used to support the curriculum and to promote pupils' development.

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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>	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ 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

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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming me to your school recently and for the time you spent talking to me about your work and general life at Bishop Wilson. I was very impressed by the clean, bright and interesting displays of your work that were all around the school.

I am pleased to tell you that because of the hard work of Mrs Warner and all the staff at your school, there have been some important improvements that make Bishop Wilson a good school. Some of you told me how much you 'enjoy working together and playing together' and there were many times during my day at your school when I saw this in action! You enjoy your lessons more because your teachers use lots of different activities to help you learn well. You are very clear about how you can improve your work further. You also feel that you have a say in helping Bishop Wilson to improve; for example through the school council. Your behaviour is good and you feel safe and cared for because of the ways in which staff work together to help and support you. Many of you are keen to do jobs for the school, and take your responsibilities very seriously. Your parents share these thoughts and feel that they know more about what you are learning and doing in school.

Mrs Warner checks very carefully the progress that the school is making to find out what works well and what might be improved further. I have agreed with her that there are a few things that everyone at your school can do to help it become even better. To help you to make even more progress in your learning, I have asked Mrs Warner to continue to find ways of helping you to improve your writing and also to make sure that when teachers mark your work they always give you helpful hints on how to improve. I have also asked all the staff to keep a check on how well you are doing more often, so they can be sure that you stay on track and do your best. You have an important part to play by continuing to come to school regularly, behave well and do your best in your work.

With best wishes for your future success.