

# The Bishops CofE Primary School

## Inspection report

---

<b>Unique Reference Number</b>	112015
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	289146
<b>Inspection dates</b>	11–12 July 2007
<b>Reporting inspector</b>	Geoff Burgess

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Nickels
<b>Headteacher</b>	Jo Osborne
<b>Date of previous school inspection</b>	17 September 2001
<b>School address</b>	Treninnick Hill Newquay TR7 2SR
<b>Telephone number</b>	01637 876317
<b>Fax number</b>	01637 851051

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	11–12 July 2007
<b>Inspection number</b>	289146

---

© Crown copyright 2007

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 two Additional Inspectors.

## Description of the school

In this medium sized primary school, the percentage of pupils with learning difficulties and/or disabilities is broadly average. Most children start school in the Nursery but a higher than usual proportion join the school later in the older classes. The attainment of pupils when they join the school is average overall but includes the whole range of abilities. In recent years, while girls starting or joining the school have outnumbered boys, more of the boys have been lower attainers.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with real strengths in its excellent pastoral care and in pupils' outstanding personal development and well-being. A very strong Christian ethos is reflected in all it does. With staff acting as excellent role models, the school's Christian values are routinely demonstrated by pupils in their day-to-day activities. Behaviour is exemplary at all times. Excellent relationships are built on mutual respect. Confidence and self-esteem are high. Rich and varied activities and a safe, calm environment ensure that pupils thoroughly enjoy their time in school. A pupil, asked what she would change, writes, 'Nothing, this is a perfect place – I love it here'. Pupils know how to stay safe, fit and healthy and are very pleased to play their part in the school and wider community. Their social, moral, spiritual and cultural development is excellent. All of this is much appreciated by parents who greatly value the 'education within a Christian environment' provided for their children.

Standards are average. Children are given a very good start in the Nursery and Reception classes. Good teaching involving very effective teaching assistants and well deployed volunteers, and a rich range of activities, ensures that children make good progress in all areas of learning but especially in their personal development. Pupils continue making good progress in Years 1 and 2. Achievement in Years 3 to 6 is now satisfactory but weaker progress in the past means that standards are average in Year 6. While their current progress is similar, girls' standards are relatively higher than those of boys. This is especially so in writing, where girls' standards are above average and boys' standards are below average. Overall achievement is satisfactory.

Teaching is satisfactory with strengths in some classes. While the learning environment in the older classes is usually very positive, academic expectations are not always high enough and consequently lessons lack the challenge to motivate pupils to reach their full potential. Very good provision for pupils with learning difficulties and/or disabilities ensures that they make good progress towards their learning targets. The curriculum is good with many strengths, especially in the wealth of extra activities provided. However, pupils have few opportunities to write at length and for some, limited handwriting skills make the process of writing difficult. Although target setting and tracking procedures are well implemented, the actual targets are not challenging enough, which results in a weakness in academic guidance. Teaching activities are sometimes better suited to girls than boys. Care, guidance and support are good with outstanding pastoral care. The school's thoughtful, reflective approach is a great strength.

The school recognises and acknowledges all the strengths and weaknesses noted above and its actions have started to make a difference, notably in improving achievement. The headteacher leads a very frank and open evaluation of the school's performance and all the staff and governors are involved in the analysis of what needs to be done. A key element of this approach is the excellent way the school takes the opinions and wishes of the whole school community into account. However, in recent years the pace of improvement has been slowed by regular changes to key staff and governors. With some stability achieved, the school is now in a good position to build on improvements. Leadership and management are satisfactory.

### What the school should do to improve further

- Raise the expectations of staff and pupils in Years 3 to 6 by setting more challenging learning targets and so raise standards.
- Encourage boys to learn faster by better matching teaching styles and the curriculum to their needs.

- Help all pupils, but especially boys, to write better by improving their handwriting and giving them regular opportunities to use the literacy skills they have learned in extended free writing.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Children start and leave school with average attainment which indicates that overall achievement is satisfactory. However, this is not a consistent picture. The school's records and pupils' work show that children make good progress in the Nursery, preparing them very well for moving into the main school. This is well built upon in the Reception class so that almost all children achieve the early learning goals before the end of the school year. Good progress continues in Years 1 and 2, and by the end of Year 2, standards are above average, sometimes significantly so. However, while girls do better than most girls nationally, boys' standards are usually similar to those of boys in other schools.

In previous years, progress has slowed in the older classes. This was particularly the case with boys as shown by recent national test results. However, the school recognised this weakness and the steps it has put in place are beginning to have the desired effect. The evidence shows that boys and girls of all abilities in Years 3 to 6 have made at least satisfactory overall progress this year. In Year 6, this was from an average base in Year 2 so that, as in most years, pupils have achieved overall average standards. Results in reading have been a consistent strength. However, in writing, while overall standards in writing in Year 6 are average, girls made good progress achieving above average standards, and boys made much less progress and achieved below average standards.

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

### **Grade: 1**

Pupils show their great enthusiasm for school by their good attendance and by taking part in the many activities on offer to them. They make a very strong contribution to their school community by the help they give to each other as peer mentors, by playing sports together and by involving themselves in many arts performance opportunities. Pupils are much involved in their local community. Year 5 pupils have won a prestigious public speaking competition for several years running and the prizes have resulted in some much appreciated additions to the school site, like the tranquil space and pond where pupils can read, work and reflect. Pupils have very positive attitudes to their school, to the responsibilities they are given and to the grown-up expectations their teachers have of them. They show very high levels of moral responsibility in the ways they react and behave. When the opportunity arose to visit a circus big top, offered as a venue for a drama rehearsal during inclement weather, pupils of all ages rose to the occasion with amazing maturity, relishing the chance. Pupils enjoy developing the skills and attributes that will be invaluable to them as adults such as self-confidence and ambition to succeed whilst caring and thinking about the world around and the people who live in it. The school has links with other Christian communities across the world and has often raised funds for them. The development of such mature outlooks, together with their satisfactory development of basic literacy and numeracy skills, equip them soundly for later life.

## Quality of provision

### Teaching and learning

#### Grade: 3

While pupils' satisfactory achievement indicates that teaching and learning are satisfactory overall, the school is correct in its evaluation that they are improving. However, though work is carefully planned, levels of challenge in the older classes are still not high enough. Consistently good teaching in the Nursery and Reception class means that pupils are well prepared for the rest of their time in school. The attitudes, behaviour, work habits and self-esteem developed stand their learning in good stead as they grow older. Some aspects of teaching are already strong throughout the school. Behaviour management, the contribution of very well trained teaching assistants, the use of interactive whiteboards, and support for pupils with learning difficulties and/or disabilities are all very good. Pupils' responses are carefully evaluated and the school is aware that some more passive learning styles are not as effective with boys.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum that meets the needs of most pupils. Very good use is made of links between subjects, the school's extensive grounds and information and communication technology to give relevance and focus to learning. Vibrant displays around the school show the creativity and imagination used to make learning exciting. However, some boys do not find reflective and spiritual topics as interesting as more active, practical activities. The basic subjects are well covered but older pupils have few opportunities to practise their handwriting or write freely. The school provides innumerable opportunities outside the classroom including trips to historical sites such as a Wesleyan preaching pit, scientific sites such as the Eden Project, theatres and art galleries. Dance and drama companies regularly visit the school.

### Care, guidance and support

#### Grade: 2

The school provides a supportive and warm Christian environment in which pupils thrive. Parents appreciate the exceptional level of care provided for all pupils. The school is proud of the way it has helped several boys with emotional and behavioural difficulties settle. Pupils who join the school speaking very little English are very well catered for. All relevant health and safety regulations are followed to the letter and great care is taken when pupils go out on trips. The emotional health and well-being of pupils are very actively supported but academic guidance is less effective. Whilst pupils say that they understand what they must do to improve their work, the targets they are working towards are not sufficiently challenging.

## Leadership and management

#### Grade: 3

This well run, harmonious school values the contributions and opinions of its pupils, parents, staff and governors. All staff are encouraged and given every opportunity to develop and make best use of their talents. A 'mum', in the process of completing a remarkable journey from helping in the classroom to graduate status, is full of praise for the school for making it possible. Despite an unusual succession of staff changes, several involving maternity leaves, thanks to

the ambition and clear vision of the head and the very effective management systems she has put in place, a good deal has been achieved in improving provision and the learning environment. However, with achievement falling, the school recognized that it had not focused sufficiently on outcomes. The actions put in place have reversed the trend but the school acknowledges that more needs to be done. The governing body, in partnership with the headteacher, has used the opportunity presented by many changes in its membership to develop its role in the school to good effect. Governors are now much more aware of their responsibilities and are beginning to be more active, for example monitoring in the classrooms.

**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).**



## 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>
--	-----------------------

### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	3

### The quality of provision

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

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

14 July 2007

Dear Pupils,

Inspection of The Bishops CE Primary School, Newquay, TR7 2SR

Mrs Carnaghan and I would like to thank you for making us feel so welcome at The Bishops. It was a busy time for everyone but we were really impressed with the way everybody took it in their stride. Watching you performing in the big top was a magic moment we will never forget. We know you think your school is great, and in many important ways it is. However, we have agreed with your teachers that you could do even better if you were given harder targets. For this reason we think the school is satisfactory right now.

- These are the good things we found:
  - You behave excellently, enjoy learning, work hard and do your best.
  - The school makes sure you know how to stay safe, fit and healthy.
  - Three and four year olds get a really good start in the Nursery and Reception classes.
  - Most of the things you do in class are interesting and fun.
  - Your teachers arrange a very good range of extra activities for you to enjoy.
  - You know you are safe in school and that there is always someone to turn to.
  - We know you appreciate all the grown-ups do to make sure your time in school is as happy as possible.
  - Your headteacher is good at making it possible for everyone to have their say, be involved and do their best.
- To make things even better, this is what we have asked your school to do:
  - Set you targets which are a bit harder each year so that by the time you leave you have made better progress.
  - Help boys to learn better by sometimes covering topics or working in ways which boys will find more interesting.
  - See what you can achieve if you are given plenty of time to actually write, and help those of you who find writing hard to improve their handwriting.

Yours sincerely,

Geoff Burgess Lead inspector