

Bishops Lydeard Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	123791
Local Authority	Somerset
Inspection number	292791
Inspection date	19 June 2007
Reporting inspector	Alexander Paul Baxter

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	206
Appropriate authority	The governing body
Chair	Clive Martin
Headteacher	Mark Smith
Date of previous school inspection	18 June 2001
School address	Mount Street Bishops Lydeard Taunton TA4 3AN
Telephone number	01823 432582
Fax number	01823 433605

Age group	4–11
Inspection date	19 June 2007
Inspection number	292791

© Crown copyright 2007

Website: 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

This average-sized primary school accepts pupils from the village and surrounding rural area. Few pupils are known to be eligible for free school meals. The number of pupils with learning difficulties and disabilities is below average, but is increasing. The proportion of pupils from minority ethnic groups is low and very few pupils have English as an additional language. An above average proportion of pupils join the school other than at the normal time of entry. Children's attainment on entry varies, but generally matches the level expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bishop's Lydeard is a good school. Despite an increasing number of pupils entering the school other than at the normal time of entry, often with learning needs, the school continues to improve. Standards are currently average at the end of Year 6 and in relation to these pupils' capabilities this shows good achievement. The school has a caring and inclusive ethos. Pupils know this. Their attendance is excellent and shows their enjoyment of school. The headteacher gives a strong lead in nurturing the emotional well-being of the pupils. He is well supported by staff, governors and parents in sustaining the school's great sense of community. Among several very appreciative comments from parents, one wrote, 'Staff are very friendly and welcoming...Each morning our daughter can't wait to get into school'. Care, support and guidance are good. Diligent staff give excellent pastoral support to the pupils. Very reliable systems secure the well-being of pupils. These ensure that pupils' personal development and well-being are good. The pupils' spiritual, moral, social and cultural development is good overall. Many pupils show high levels of spirituality in their enjoyment and commitment to their work. Most show good social and cultural understanding in the politeness and consideration shown to others. Pupils have a limited awareness, though, of Britain's multicultural society.

An increasing proportion of pupils enter the school with limited communication skills. Children are taught well and make good progress in Reception. Consistent teaching and the pupils' enthusiasm as learners ensure that good progress continues through the school. As a result, standards are rising. Improved teaching has lifted attainment to an above average standard in mathematics and to a broadly average standard in English and science. Even so, pupils' investigative skills in science are still not good enough. Across the school, many pupils demonstrate above average speaking, listening skills and sporting skills

Teaching and learning are good. Teachers use assessments effectively to plan work that is well matched to the breadth of pupils' abilities. The increasing involvement of pupils in self-evaluation ensures that they know their targets. Not all teachers give pupils enough time to learn through independent research, particularly in science, and this is constraining pupils' investigative skills.

Leadership and management are good. Self-evaluation is effective. This is evident in the strengthened consistency in teaching and learning and in pupils' achievements in mathematics and speaking and listening. There are improvements also in the breadth and richness of the curriculum, which is now good. This has promoted pupils' personal qualities, especially their good adoption of healthy, safe lifestyles and good behaviour. These improvements and the very latest award of 'Healthy Schools' status clearly demonstrate the school's good capacity to improve further.

What the school should do to improve further

- Raise achievement and standards in science, especially pupils' investigative skills.
- Give pupils more opportunities to learn by following their own lines of enquiry and exploring their own ideas.
- Strengthen pupils' awareness of Britain's multicultural community.

Achievement and standards

Grade: 2

Most pupils achieve well by the time they leave the school. Standards are broadly average at the end of Year 6. Standards are influenced, however, by an above average proportion of pupils entering or leaving the school between Years 3 and 6. Standards are also limited because several of these pupils have learning difficulties and disabilities. Even so, because of more consistently effective teaching across the school, standards are rising and pupils progress well in relation to their differing capabilities and starting points. Children make good progress in Reception and do particularly well in numeracy. By the time they enter Year 1, they meet expected learning goals. Effective teaching promotes good progress through Years 1 and 2. By the end of Year 2, standards are currently above average in reading and mathematics and average in writing and science. Good progress continues through Years 3 to 6. By the end of Year 6, standards are above average in mathematics and are broadly average in English and science. Although improving, pupils' investigative skills in science are not high enough. Across the school, a large number of pupils demonstrate above average speaking and listening skills and talent in sport.

Personal development and well-being

Grade: 2

Pupils show great enjoyment of school. This is evident in their excellent attendance and warm relationships with fellow pupils and staff and the politeness shown to visitors. Pupils behave well and generally respond enthusiastically to work and participate fully in clubs. A small number of pupils need and respond well to close support. Pupils' spiritual, moral, social and cultural development is good. Pupils show consideration for the needs of others, readily mention different lifestyles in various parts of the world, but lack a sufficient awareness of multicultural Britain. Pupils develop a good understanding of safe practice and, through a range of well considered initiatives, are very clear about the importance of eating healthily and taking physical exercise. Pupils take membership of the school council seriously. They appreciate the way their views are heard and respected and talk with pride about how they have helped to improve their school. Pupils say, 'we are encouraged to express our ideas and teachers listen to us'. Pupils make good contributions to the school, village and wider communities, for example, arranging a 'Tuck Shop' on 'Red Nose Day'. The pupils' good communication, numeracy and social skills prepare them well for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Children are taught well in Reception where their numeracy skills are extended particularly effectively. Teaching and learning have been improved and are also good through Years 1 to 6. Teachers now use assessments of pupils' progress effectively to inform planning and to challenge pupils at appropriate levels. The teaching of mathematics is a strength because of the consistent way that teachers encourage pupils to explain their problem solving strategies. Across the school teachers give good oral guidance. They involve pupils with increasingly good effect in evaluating the quality of their own work and in understanding where their targets for improvement come from. At times, teachers do not always make best use of written marking to show pupils how to improve. Teachers share learning objectives effectively with the pupils,

often by using interactive whiteboards. Teachers ask sharp questions, draw out pupils' ideas and build on new learning. This promotes the pupils' good speaking and listening skills. All these methods, plus time for pupils to reflect meaningfully about their learning, were clearly evident in an excellent literacy lesson seen in Year 5. Teaching assistants are used well in all classes and help to include an increasing number of pupils with learning difficulties. Teachers do not always give pupils enough opportunities to learn by exploring their own ideas or through investigation. This is limiting the development of pupils' skills in science.

Curriculum and other activities

Grade: 2

The curriculum is enriched by a good range of well attended before- and after-school activities. These include popular breakfast and chess clubs and excellent sporting opportunities. There is a good curriculum for children in Reception. These contribute strongly to the pupils' good personal development and healthy lifestyles. The teaching of French is giving pupils good opportunities to understand a different culture. Provision for information and communication technology is good. Improved planning ensures an effective emphasis on literacy and numeracy. Pupils have good opportunities to take responsibility in developing their personal qualities, on the school council, for example. The increasing involvement of pupils in evaluating their own work is a good feature. However, pupils do not always have sufficient opportunities to learn through independent research. This is especially so in science and, at times, in children's outdoor learning opportunities in Reception. Close links with parents and the local community extend learning opportunities effectively, strengthening pupils' economic awareness and understanding of the world of work.

Care, guidance and support

Grade: 2

All adults working in the school know the pupils well and value their efforts. Warm relationships and close help from caring adults are key features that help pupils feel secure and enjoy their learning. The quality of pastoral care is excellent and this includes a close emphasis on supporting pupils' emotional well-being. This is evident throughout the school so that pupils trust their teachers and are supportive of one another. One pupil said, 'This school feels like home because everyone looks after us'. Parents also appreciate the support given to their children, especially when their children have joined from other schools. Arrangements for safeguarding children, including risk assessments, are very robust. Pupils with learning difficulties are given good support. Parents and outside agencies are fully consulted and also contribute well and help pupils progress. Academic guidance is generally good. Pupils know their medium-term targets well and their increasing involvement in evaluating their own work is aiding progress. At times, though, marking does not give pupils enough smaller steps to improve.

Leadership and management

Grade: 2

The headteacher gives good direction to the school and promotes pupils' personal development strongly. His collaborative and inclusive style of leadership has helped staff to improve their skills. The deputy headteacher and chair of governors also make very supportive contributions. The work of the assistant headteacher is sharpening the tracking of pupils' progress and subject leaders are driving curriculum development effectively. Self-evaluation is good. This is seen in

the improved consistency in teaching, the way strengths in mathematics have been embedded across the school and the way pupils' literacy skills are being systematically improved. Improvement planning, though, is not always focused precisely enough on developing pupils' skills. This is seen in strategies to raise pupils' achievements and standards in science, which have yet to lift independent research skills sufficiently. The school's very supportive caring ethos, which is promoted strongly by leaders and managers, is a key reason why pupils' behaviour continues to improve. The governing body is robust in its support for the school and contributes well to the school's good capacity to improve in the future.

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
--	-----------------------

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	2
The attendance of learners	1
How well learners enjoy their education	1
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

20 June 2007

Dear Pupils

Inspection of Bishop's Lydeard Cof E Primary School, Bishop's Lydeard, Somerset TA4 3AN

Thank you for welcoming me to your school. I really enjoyed talking with you and observing your lessons. You were all very polite and helpful. Your school is a calm, caring community where you feel very safe and well looked after. I agree with you and with many of your parents that Bishop's Lydeard is a good school. These are the main things I found:

- your enjoyment of school and attendance are excellent
- you make good progress and reach the standards expected in most schools, many of you do even better in mathematics and have good speaking, listening and sporting skills
- your headteacher, senior leaders and the governors take good care of you
- your behaviour is good and you all have a good understanding of healthy living and contribute well to your community
- teaching is good; the teachers and their assistants work well with your parents and other people and give you a good range of interesting learning activities.

I have asked the headteacher, staff and governors to do these things to help your school to become an even better school:

- improve your achievement and standards in science, especially your investigative skills
- give you more opportunities to learn by trying to find answers to your own questions and by following your own ideas
- teach you more about Britain's multicultural community.

Please keep enjoying your time at school and good luck in the future.

With best wishes

Alex Paul Baxter Lead Inspector