



Bishopstone Church of England Primary School

Inspection Report - Amended

Unique Reference Number 126300
Local Authority Swindon
Inspection number 293513
Inspection date 14 September 2006
Reporting inspector Geoff Burgess

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

Type of school	Primary	School address	Bishopstone
School category	Voluntary controlled		Swindon
Age range of pupils	4-11		SN6 8PW
Gender of pupils	Mixed	Telephone number	01793 790521
Number on roll (school)	46	Fax number	01793 790521
Appropriate authority	The governing body	Chair	Lucy Barratt
		Headteacher	Susan Walton
Date of previous school inspection	1 November 2006		

Age group 4-11	Inspection date 14 September 2006	Inspection number 293513
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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a very small school serving a rural community a few miles from Swindon, with about a fifth of pupils coming from further afield by choice. Most pupils are from White British backgrounds, though one pupil is learning English as an additional language. No pupils are currently entitled to free school meals and few have learning difficulties or disabilities. When children start school, their attainment is broadly average in most areas of learning. However, with small numbers involved, any one year can be above or below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features, much appreciated by its pupils, their parents and the local community. As a parent writes, 'The school provides a caring, family atmosphere where the children feel safe and flourish'. Over the years, the head and governors have invested a good deal of time and energy into turning the school's Victorian buildings into a rich learning environment fit for the 21st century. By achieving this and making best use of village facilities and the expertise of its larger than usual staff, the school provides a good quality education for its pupils. The well established staff team has worked closely together to evaluate outcomes and the work of the school to create an agenda for improvement, which has been effective in raising standards. Plans to build on this process and further develop the school show that the school is in a good position to continue to improve. The school's solid track record and consistently good outcomes show that leadership and management are good.

The main advantage of the small number of pupils in the school is that each child is seen as an individual whose needs and talents are known and understood by all the adults. The resulting quality of care and support is very good but the formal tracking of pupils' progress is patchy and this limits pupils' understanding of how well they are doing and how they can improve. Pupils are very confident when talking to adults and feel safe discussing their fears or worries. Parents are delighted that their children are so happy in school and that they are 'challenged in a fun, healthy atmosphere'. Every effort is made to encourage children to be active and eat sensibly and pupils respond very well by joining in animatedly with all the activities offered. Pupils' personal development and well-being are outstanding.

Pupils' love of their time in school is reflected in very low levels of absence and by the real enthusiasm they show for learning. The curriculum is good. From the Foundation Stage onwards, interesting activities well matched to pupils' needs keep pupils actively engaged and motivated, and behaviour is excellent. Another advantage of small numbers is that all children are able to make a positive contribution in class or around the school. Pupils benefit greatly from the school's excellent relationship with the local community.

Building on this very positive ethos, good teaching in both classes helps to ensure that achievement is good and that pupils make good progress. Most children in the Foundation Stage achieve nationally expected standards by the end of their first year in school. Standards over time are above average though the presence of pupils with learning difficulties in a small year group can reduce this in any one year. School records and pupils' work show that this trend is set to improve with well above average standards in the older year groups. However, pupils do not yet have individual targets based on nationally agreed levels to challenge them to achieve even higher standards.

What the school should do to improve further

- Monitor pupils' progress against national standards throughout the year so that pupils, parents and governors can know how well pupils are doing and what they need to do to improve.
- Set challenging targets for individual pupils using National Curriculum levels and work towards achieving them.

Achievement and standards

Grade: 2

In common with other very small schools, standards are dependant on the balance of abilities in the small group of pupils in each year group. Recent test results have fluctuated from well above to below average but provisional results for pupils in Year 6 in 2006 are above average. The school's records show, and inspection evidence confirms, that pupils in Years 4, 5 and 6 are attaining well above expectations making it clear that standards in Key Stage 2 are above average. Pupils' good achievement is exemplified in this year's national tests, where a group of six pupils improved from below average in Year 2 to above average in Year 6. The small number of pupils with learning difficulties make good progress towards their learning targets.

Good records, confirmed by observations during the inspection, show that children make good progress in their first year in school. National testing at the end of Year 2 shows above average standards over the last four years. This includes pupils now in Year 3 and indicates good achievement in Years 1 and 2. However, a lack of detailed information to track the progress of pupils in Years 1 and 2 makes it difficult to make accurate judgements about current progress. Observations made during the inspection match the school's view that, with pupils with learning difficulties in each, standards in these two year groups are currently average.

Personal development and well-being

Grade: 1

The school has very high expectations of its pupils and has developed a culture of mutual respect and care which is reflected in every aspect of pupils' personal development, which is outstanding. Newcomers soon adopt the school's ethos and teachers can get on with teaching, confident that their pupils will respond well, contribute sensibly and do their best. A wet lunch hour passed without any problems or concerns, with pupils chatting calmly and older pupils enjoying looking after younger ones. Pupils' social and moral development is outstanding – they are already becoming very good citizens – and their awareness of other faiths and cultures is much enhanced by the fact that regular multi-faith and multicultural activities are shared by the whole school community. Strong links with the local church give pupils the chance to reflect on spiritual matters. An important consequence of pupils' positive experience in this school is that they move on to their much larger secondary school confident and well prepared

Quality of provision

Teaching and learning

Grade: 2

The best indicators of the good quality of teaching are the good progress made by pupils in both classes and the enthusiasm for learning shown by pupils in lessons. All teaching is characterised by very high quality class management and by the care taken to choose activities and ways of working that engage and interest pupils. To quote a pupil, 'I love learning, it's fun'. The fact that both classes are taken by several teachers also means that pupils enjoy a range of approaches and that teachers are able to make best use of their strengths to stimulate learning. Skilled teaching assistants add further expertise to the mix especially in the Foundation Stage and in special needs. All teachers understand the needs of their pupils and work is well matched to these needs. However, current assessment procedures do not provide the level of detail necessary to fine-tune teaching so that good achievement can become outstanding.

Curriculum and other activities

Grade: 2

Another advantage of having more staff than usual is that it is possible to share responsibility for developing and enhancing the curriculum. For instance, following issues raised at the last inspection, staff with expertise in the Foundation Stage and information and communication technology were appointed and provision is now good in each. Within the context of a well thought out topic based approach, due emphasis is given to ensuring good standards in basic skills to good effect. The imaginative use of the local environment, visits, visitors and special events is much enjoyed by pupils. The school has shown itself ever ready to innovate. During the inspection, older pupils were excited by their first lesson in Spanish arranged in conjunction with a partner school. Such collaborations are an important way in which this small school enhances what it can offer.

Care, guidance and support

Grade: 2

The good quality of the care, guidance and support provided by staff is shown in the excellent well-being and personal development of pupils throughout the school. Very good relationships and communications between staff, parents and pupils help pupils to feel secure and settled. The fact that almost all the staff have worked together as a team in the school for some time is a great help in this. Good child protection procedures and regular safety checks and risk assessments ensure that pupils work in a safe environment. Good use is made of outside agencies to provide support for pupils where appropriate. Pupils with learning difficulties are provided with good support and guidance. However, limitations in the monitoring of pupils' work mean that the quality of academic guidance for the majority of pupils is not as good.

Leadership and management

Grade: 2

Good leadership and management of this school over many years has seen it develop from two teachers in two rooms with the secretary working in the corner, to, as a parent describes it, 'an ideal learning environment'. The physical transformation has been matched by parallel improvements in the curriculum, staffing, resources and expectations, which have seen steadily improving personal and academic standards. Key to this has been the contribution of the headteacher whose vision and determination have been largely responsible for the changes made. She is very well supported by a team of colleagues who have shared her commitment and loyalty to the school for some time. The quality of their shared self-evaluation is good. Governors are keen and very supportive but, with many very new to the role and several vacancies, the governing body is in a transitional phase and not yet up to speed.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	1
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	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.

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	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

I really enjoyed my day at your lovely school and would like to thank you all for your warm welcome and help during the inspection. I was really impressed by the mature and sensible way you went about your work, your confidence and your enjoyment of school. Like you, I think that yours is a good school where learning is fun and where everyone is important.

- This is what I liked most about your school:
- The important role it fulfils in the local community.
- Your behaviour is excellent and everybody gets on really well together.
- You take a real pride in your school and the school is very proud of you.
- You and your teachers work really hard so you can make good progress.
- All the interesting activities your teachers and helpers arrange for you.
- You know you are safe and that there is always someone to turn to.
- All the grown-ups are working hard to make sure your time in school is happy and positive. Your headteacher does all she can to make this possible.

However, I think that it would be better if you and your parents knew how well you are doing in comparison to others your age and how you could improve by trying to reach targets that stretch you. I hope you will enjoy working hard to reach them.

- To make things even better, this is what I have asked your school to do now:
- Check regularly how well you are doing for your age and tell you and your parents so you know how well you are progressing and what you have to do to get better.
- Set you targets in reading, writing, maths and science which you know you will have to work hard to achieve and celebrate when you achieve them.

I know you will do your best to help your teachers in this. Enjoy the rest of the year.



15 September 2006

Bishopstone CE Primary School
Swindon
Wiltshire
SN6 8PW

Dear Pupils

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Yours sincerely

Geoff Burgess
Lead inspector