



Bishopspark School

Inspection report

Unique Reference Number 132388
LEA Service Children's Education (SCE)

Inspection dates 8 – 9 November 2005
Reporting inspector Bradley Simmons HMI

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

Type of School	First	School address	Bishopspark School
School category	MoD		Paderborn
Age range of children	3 - 9		BFPO 22
Gender of children	Mixed	Telephone number	0049 5251 101 300
Number on roll	239	Fax number	0049 5251 101 301
Appropriate authority	SCE	Chair of SAC	Lt Col Robert Rider
Date of previous inspection	26 February – 5 March 2001	Headteacher	Mr Paul V Cunningham

Age group	Published	Reference no.
3 – 9		132388

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Introduction

The inspection was carried out by two of Her Majesty's Inspectors.

Description of the school

Bishopspark School is situated on the edge of a British Army housing area within a German community on the outskirts of Paderborn. Honeypots, the Foundation Stage 1 provision, is a five minute walk away from the school. At the time of the inspection there were 239 children on roll, which is slightly less than usual. This is because of the refurbishment of a proportion of service quarters. There are very few children from minority ethnic backgrounds and only one who has English as an additional language.

In line with other service schools, there is a high turnover of children and of teaching assistants. In addition, two members of the teaching staff have been absent on long term sick leave, and, at the time of the inspection, a third teacher was on maternity leave.

Key for inspection grades

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

Overall effectiveness of the school

Bishopspark is a highly effective school. The leadership provided by the headteacher is outstanding. There is a very strong sense of teamwork at all levels across the school. A clear sense of purpose and direction has led to the school making significant improvements since the last inspection. Standards in reading, writing and mathematics are now high; children make good progress and many make very good progress. There is a culture of high expectations and children are enthusiastic about learning; they love coming to school and speak very warmly about the care and support they receive from all staff.

The school has a very accurate understanding of its strengths and areas for development. Its self-evaluation procedures are very well established, and are an outstanding feature of its work. Where weaknesses are identified, decisive action is taken.

Teaching is strong in most areas of the school, but the school recognises the challenges it has faced recently in Key Stage 1 as a result of staff absence. In these instances, very good support mechanisms have been initiated to ensure the minimum possible disruption to children's learning.

Roles and responsibilities of teaching and non teaching staff are very clearly defined. This, together with the high quality staff training programme is a key factor in ensuring that the school provides very good value for money. Nowhere is this more apparent than in Foundation Stage 1 where the leadership and management is highly effective and provides the bedrock of the very good provision throughout the Foundation Stage.

The school is very well placed to continue to improve as it seeks to develop further a curriculum that allows children to enjoy and excel in all areas of school life.

Grade: 1

What the school should do to improve further

- Continue to review and implement strategies to ensure continuity of teaching in Key Stage 1.

Achievement and standards

Those children who join the Foundation Stage classes of Bishopspark School have levels of attainment lower than expected for their age. During their time at the school, children make better than average progress in comparison with

both SCE schools and schools in England. One notable feature of Bishopspark is the progress made at the school by children who join later in their school lives. On arrival the attainment levels of these children is generally lower than their peers at Bishopspark. As soon as they join, however, new arrivals fall into the stream of high expectations and quickly catch up. The longer children remain at Bishopspark, the greater the progress they make. Consequently, standards are high at the end of both Year 2 and Year 4; some children reach exceptionally high standards.

The school sets very challenging targets for children in reading, writing and mathematics. Low achievement is not tolerated at this school; as a result, all children, including those from minority ethnic backgrounds and those with learning difficulties make at least good progress towards meeting their targets.

Grade: 1

Personal development and well-being

The children enjoy school and attendance is good. They fully abide by the school's motto of 'respect for all by all'. One child told an inspector: 'These are the most important words in the English language!'. Bishopspark is a very happy school where relationships between children and adults are very good and where children demonstrate their ability to listen to others and take turns. They care for each other and possess a keen sense of justice. Visits to different places of worship and a strong link with a neighbouring German-speaking school play a significant part in developing children's understanding of other faiths and cultures. Children make very good progress in their spiritual, moral, social and cultural development, and contribute extensively to the local and wider community through, for example, contributing to local art displays and raising money for world charities.

The children are very well motivated and their behaviour in lessons and in the playground is exemplary. A key strength is their keenness to take on responsibility and recognise the talents of others. For example, one child shared his considerable expertise in playing the drums with other children. At lunchtimes, children respond very positively to the high levels of care provided and the opportunities to participate in a wide range of indoor and outdoor play activities. They are good communicators and are developing social skills which will equip them well for the next stage in their education and for the future world of work.

Grade: 1

Quality of provision

Teaching and learning

Teaching at Bishopspark is generally strong. All teaching observed during this inspection was at least good and some individual lessons were outstanding. In the round, such teaching enables children to thrive academically and is the principal reason that children make good or better progress during their time at the school. The strongest teaching was exemplified by high expectations of children's behaviour and achievement. Here teachers transmitted a sense of urgency about learning, causing children to set about tasks with determination and application. Questions were well pitched and targeted to individuals to challenge learners and to support them in the next steps of learning. Teaching in these lessons was especially well matched to the whole spectrum of children's abilities.

Assessment procedures are very effective. For example, lower down the school teachers regularly test children's recognition of the 44 phonemes of the English language and their ability to blend these phonemes into words. As a result, the teaching of reading is very well matched to the needs of individuals. The marking of children's work has improved since the last inspection; nevertheless, the school recognises that written comments do not always provide pointers to help children make progress.

A small minority of parents feel that their children's continuity of teaching has, at times, been disrupted by staff absence. The school has made every reasonable effort to minimise disruption, and has convincing plans to stabilise the situation in the longer term.

Grade: 2

Curriculum and other activities

Very good attention is paid to matching the curriculum to prior attainment and learning, and particularly to the needs of a mobile pupil population. The school is successful at planning a broad and balanced curriculum which is very effectively underpinned by a strong focus on developing children's reading, writing and numerical skills. Curricular provision for children in the Foundation Stage is exemplary. From the earliest age, children have very good opportunities to develop their language skills through structured play. The use of information and communication technology to support subject teaching is highly developed throughout the school. For example, teachers use interactive whiteboards very effectively in English lessons and computers are used extensively by children throughout the day. Personal, social and health education also has a high profile with an increasing emphasis being placed on

promoting a healthy lifestyle. A wide range of outside visits and extra-curricular activities enrich and complement the children's learning. For example, the dance club, sports clubs and the cookery club are well attended. The formation of a movie club enables children to gain further very good experience of using hand held movie cameras. The curriculum prepares children very effectively to take their place in society and to contribute to it.

Grade: 1

Care, guidance and support

The care, guidance and support provided for pupils are excellent. This is a school where every child is valued as an individual. Displays in classrooms and public areas reflect the importance given to boosting children's self esteem and celebrating their achievements. Teaching and non-teaching staff are deployed very effectively to support children of all abilities. Very secure systems are in place to identify children with language delay at an early age. Their needs are well met by attending a nurture group. The calm, safe and well ordered learning environment throughout the school assists children to make a seamless transition from Foundation Stage 1 to the main school and between Key Stages 1 and 2.

There are excellent arrangements for tracking children's progress and achievements and involving parents in supporting their children's education. Two very successful initiatives are the invitation to parents of nursery children to 'play and stay' for an hour every Friday morning and to parents of children in the main school to drop in at the end of any Wednesday afternoon to discuss their child's progress. Procedures are particularly well established and effective for identifying and supporting gifted and talented children. Individual education plans for these children and for those with learning difficulties are well focused on enabling individual children to achieve and fulfil their potential as learners.

Grade: 1

Leadership and management

The leadership of the headteacher is outstanding. Since the last inspection he has, supported by the deputy headteacher, successfully driven forward an agenda for significant improvement at this school. He and the leadership team have a very accurate view of the school's strengths and have been perceptive in their recognition of the school's weaknesses. These weaknesses have been systematically addressed to ensure that all children make at least good progress. The deputy headteacher and Foundation Stage leader have been instrumental in mentoring and supporting staff to improve the quality of teaching and learning. The leadership team keeps the learning of individual children, including vulnerable children, rigorously under review, and support

and challenge staff to be more ambitious for individuals where they consider that expectations are insufficiently high.

The headteacher and senior leadership team have robustly tackled those barriers to achievement facing a service school. Rigorous assessment and curricular target setting systems have been created to ensure that these highly mobile children make at least good progress at the school. Rapid turnover of teaching assistants who move when their partners receive new postings is mitigated by the very regular high quality training provided by the deputy headteacher and Foundation Stage leader.

Half of the members of the school advisory committee have been appointed within the past three months. Nevertheless, the committee provides an effective level of challenge and support.

The school demonstrates a very strong capacity for continuous improvement.

Grade: 1

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	School Overall	16–19
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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?	1	
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	1	
The effectiveness of the school's self-evaluation	1	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	Yes	

Achievement and standards

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

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	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	2	
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	1	

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	
How well are learners cared for, guided and supported?	1	

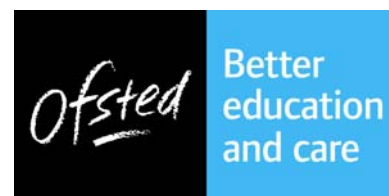
¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	
Does this school have significant weaknesses?	No	

The extent to which schools enable learners to be healthy	Delete as appropriate
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.	N/A
The extent to which providers ensure that learners stay safe.	Delete as appropriate
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
The extent to which learners make a positive contribution	Delete as appropriate
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
The extent to which schools enable learners to achieve economic well-being	Delete as appropriate
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

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Letter to children explaining the findings of the inspection.

Bishopspark School
Paderborn
BFPO 22

11th November 2005

Dear Children

Thank you for the very cheerful welcome you gave to us when we came to inspect your school recently. Thank you also for the very helpful way in which you answered our questions. We listened carefully to the things you told us, and I am now writing to you to let you know what we think of Bishopspark.

Many of you have been to lots of different schools as your fathers or mothers move with the regiment and you think that Bishopspark is one of the best. We agree with you. We think that Bishopspark School is one of the best schools we have ever visited. Here are just a few of the things we really liked about it:

- Your headteacher, Mr. Cunningham, is an outstanding leader. He and Mr. Jessop are always trying to make your school as perfect as it can be.
- Teachers expect you to work very hard and they teach you well. This means that you all make good progress with your learning. Some of you make very good progress.
- Some of you have had lots of different teachers recently. Mr. Cunningham and Mr. Jessop have worked very hard to make sure that these changes do not disrupt your education, and we have asked them to make especially sure that they keep doing this.
- You behave very well. One of you told us that the words 'respect for all by all' are the most important in the English language. We agree and were very pleased to see how seriously you follow your school motto.
- You are rightly very proud of your school and enjoy coming to school each day.

We wish you every success in the future. Keep up the very good work!

Bradley Simmons
Her Majesty's Inspector