

Bishop Sutton Primary School

Inspection report

Unique Reference Number	109061
Local Authority	Bath and North East Somerset
Inspection number	309862
Inspection date	23 October 2008
Reporting inspector	Joanna Pike

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	110
Government funded early education provision for children aged 3 to the end of the EYFS	18
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Paul Garland
Headteacher	Linda Bills
Date of previous school inspection	15 November 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Wick Road Bishop Sutton Bristol BS39 5XD
Telephone number	01275 332817
Fax number	01275 332918

Age group	4–11
Inspection date	23 October 2008
Inspection number	309862

© Crown copyright 2008

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 two Additional Inspectors.

Description of the school

In this small primary school, which has provision for the Early Years Foundation Stage (EYFS) almost all pupils are of White British origin. The school is federated with a nearby primary school. There have been significant staffing changes over the last year. The proportion of pupils with learning difficulties and/or disabilities is below average as is the proportion of those pupils who have a statement of special educational need. The proportion of pupils eligible for free school meals is also below average. The school has gained the Activemark award, Basic Skills Quality mark, Healthy School status, Investors in People, Naacemmark for Information and Communication Technology (ICT) and BECTA ICT mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Bishop Sutton is a satisfactory school. The school's strengths lie in the good provision for pupils' personal development and well-being, as well as effective pastoral care. This results in pupils having outstandingly positive attitudes to their learning and as one child said, 'Teachers make lessons fun.' A significant contribution to pupils' great enjoyment of school is the good curriculum. It is planned carefully to enthuse pupils by linking subjects together into themes. An outstanding feature is the way the school uses the outdoor environment to promote learning. Pupils' behaviour is excellent around school and in lessons, where pupils work very hard. They have a good understanding of healthy lifestyles and enthusiastically take part in the wide variety of opportunities to exercise.

Standards by Year 6 are broadly average, and pupils make satisfactory progress from when they enter the school in the EYFS to when they leave in Year 6. The school has identified writing as a priority for improvement. Older pupils' writing skills are benefiting from the effective use of targets, but this good practice is not yet consistent across the school. In mathematics also, target setting is not well developed and consequently pupils make only satisfactory progress.

Teaching and learning are satisfactory overall. In the best lessons, teachers use a good range of activities to motivate pupils. They make clear to pupils what they are expected to learn and the steps necessary to achieve their learning. Teaching assistants are deployed satisfactorily to ensure those pupils with learning difficulties and/or disabilities are included in all activities. Occasionally teaching is not brisk enough and pupils do not have enough opportunities to explain or discuss their ideas. On some occasions teachers use a limited range of teaching strategies and this slows down pupils' progress. In the EYFS, teaching methods are not always appropriate for the activity, and consequently children are not fully engaged in their work.

Comments by parents such as, 'the atmosphere is one of caring professionalism' and 'excellent at supporting and caring', reflect the good care and support that pupils receive. Academic guidance is good overall, but the quality of marking and target setting varies from excellent to adequate. In the main, the marking of the writing of the older pupils provides extremely good advice to help them to improve their work. However, this good quality feedback is not evident across the school.

Leadership and management are satisfactory. The headteacher has provided good leadership during the staffing changes, but this turbulence has had an impact on the effectiveness of curriculum leadership. Monitoring of teaching, learning and provision in the EYFS has not been as rigorous as it should have been, and this has slowed down improvement. Even so, improvement overall has been satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter the EYFS with attainment in line with that expected for their age. However, recently, when children start in the Reception class their skills in reading, writing, as well as their social skills have been slightly below expectations. Nonetheless, progress is satisfactory and by the end of the year, most children have skills that are broadly average in all six areas of learning. Good relationships help children to develop positive attitudes towards learning. Although teaching is satisfactory, teachers do not always ensure that all children are on task during teacher-led sessions. In addition, teaching methods are not always appropriate for

children's learning. The curriculum is satisfactory. Improved resources and better access to the outside area are contributing well to developing children's independent learning skills. However, the range and quality of play-based activities are not fully maximised to stimulate children's imagination and interests. Teaching assistants contribute well by intervening effectively to extend ideas. Children settle quickly because of the good support and care they receive. The use of assessment has improved and good records are kept of children's achievements. Leadership and management are satisfactory although the pace of improvement in this key stage has been hampered by staffing changes.

What the school should do to improve further

- Increase children's progress in the EYFS by ensuring teaching methods are best suited to what is being taught and children are fully involved.
- Raise standards and achievement in writing and mathematics by spreading the good practice in marking and target setting, as well as giving pupils more opportunities to explain their ideas.
- Improve leadership and management by monitoring the school's work more rigorously to evaluate the effect of actions taken to improve provision. 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 the next section 5 inspection.

Achievement and standards

Grade: 3

Standards at the end of Year 6 are broadly average in English, mathematics and science and achievement is satisfactory. Writing however is a weaker aspect of English, particularly for pupils that are more able and boys. Although pupils, especially boys, are benefiting from the 'big write' approach and the improved use of targets, it is too early to see the full effect on pupils' progress. Target setting in mathematics also is not fully developed. In the past, standards by the end of Year 2 have been broadly average although in mathematics, standards were slowly declining. Firm action was taken and in 2008, standards in reading, writing and mathematics were above average. This was because more pupils gained the higher level than in previous years. Progress for these pupils was good. Currently standards in Key Stage 1 are average, and achievement is satisfactory. Pupils with learning difficulties and/or disabilities receive satisfactory support and make satisfactory progress overall.

Personal development and well-being

Grade: 2

Pupils feel safe and cared for. They are confident that any bullying or friendship problems are dealt with swiftly. They have a strong sense of right and wrong and treat each other with respect. They understand risks, for example when using the internet. Pupils are polite to visitors and show good self-confidence. As one parent said, 'He will be moving to the secondary school, confident and loving to work hard and learn.' The school council gives pupils an effective voice and pupils' views are influential in improving the school, such as in the recent development of the environmental area. Gifted and talented pupils benefit from the opportunities they have to organise activities for the younger ones. Team and enterprise skills are promoted well through design and technology projects and other activities. When balanced against their average literacy and numeracy skills, pupils are adequately prepared for their future economic well-being.

Pupils have good self-awareness and can empathise with others. However, their understanding of the diversity of cultures in Britain today is not well developed.

Quality of provision

Teaching and learning

Grade: 3

Planning is effective and work is matched well to learners' needs. Relationships between teachers and pupils are very good and this results in pupils being confident to 'have a go'. Teaching assistants provide good support for pupils with learning difficulties and/or disabilities, so they make similar progress to their peers. However, occasionally, when teachers work with the whole class, teaching assistants are not as effectively used. Progress is maximised when teachers build up learning in small steps and use an exciting range of activities. However, in some lessons when the pace of learning slows or the range of teaching strategies is limited pupils make less progress

Curriculum and other activities

Grade: 2

The curriculum is planned well with an appropriate emphasis on literacy and numeracy. The effective links between subjects give pupils good opportunities to practise their literacy and numeracy skills in other subjects. However, teachers' planning in other subjects does not always explicitly plan for these skills and so opportunities are missed to reinforce pupils' learning. Pupils develop above average skills in the investigative and experimental aspect of science and in ICT because of good provision. Pupils and parents value the very good range of clubs and activities, which are offered outside of lessons. Good partnerships with other schools extend the range of activities offered to pupils. The federation has also contributed to the good breadth of the curriculum. All these features increase pupils' enjoyment, self-confidence and positive attitudes towards school.

Care, guidance and support

Grade: 2

Pastoral care and support are a real strength. Procedures for safeguarding pupils are robust and meet current guidelines. Care and support given to vulnerable pupils are excellent, and when appropriate, also extended to their families. The school works effectively with external organisations, which strengthens its ability to support and help pupils. Effective procedures to encourage good attendance are reflected in the above average rate of attendance. Academic guidance varies in quality across the school. Marking and the use of targets are inconsistent. When marking and target setting are effective, pupils develop a good understanding of their own successes and how they can further improve their work.

Leadership and management

Grade: 3

The headteacher provides clear direction for the school and staff and governors work well together as a team. The school development plan has appropriate priorities and is a useful tool in helping to raise achievement. For example, a weakness was identified in the learning of more

able Year 2 pupils. Actions were taken, which have resulted in improved standards in 2008. Self-evaluation is satisfactory. Many staffing changes over the last year have hampered the school's ability to sustain rigorous monitoring. This has led to inconsistencies across the school in teaching, marking and use of targets. Even so, the school has satisfactory capacity to improve. The system for tracking pupils' progress is helping to identify underachievement; however, it is not yet fully effective in ensuring that targets for pupils are challenging enough.

The school successfully enables pupils to contribute to the school and local communities. Although they are gaining a good understanding of national and global issues, they are not sufficiently aware of other cultures in Britain. Governance is satisfactory. Governors are highly committed and are well informed by regular visits to the school and through curriculum links. They ask searching questions, but do not fully challenge the school about pupils' progress, as they do not make full use of national and school data.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

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

24 October 2008

Dear Pupils

Inspection of Bishop Sutton Primary School, Bishop Sutton BS39 5XD

It was good to come and see you at your school. Thank you for making us so welcome, talking to us and helping us during the school's inspection. We especially enjoyed the good discussions we had with some of you. We learned a lot. Currently your school is giving you a satisfactory education. Here are some of the most important bits of the inspection report that I thought you might like to know about.

- You work hard in lessons and make satisfactory progress so that you reach average standards by the end of Year 6.
- Your personal development is good; you really enjoy your time in school. Your behaviour is excellent and you look after each other well.
- Teaching is satisfactory. Teachers make lessons interesting and fun.
- Your teachers work hard to give you a good curriculum, which has exciting events such as trips out.
- The school does a good job in making sure that you all feel safe, settled and secure.
- The way the school is led and managed is satisfactory, your headteacher, staff and governors are working hard so you can all do even better

To improve further, we have suggested that the school does three things.

- Make sure that activities in the Reception class use the best methods to help you learn.
- Help you to achieve even better in writing and in mathematics by giving you more opportunities to explain your ideas in lessons, and give you good advice for reaching your targets.
- Check more often how good teaching and learning are so that things can be made even better.

Thank you again for all your help.

Yours sincerely

Joanna Pike