

Bishop Road Primary School

Inspection report - amended

Unique Reference Number	109116
Local Authority	Bristol, City of
Inspection number	309885
Inspection date	10 October 2007
Reporting inspector	Marion Wallace

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	
School	653
Appropriate authority	The governing body
Chair	Mark Worsley
Headteacher	Gillian Powe
Date of previous school inspection	9 December 2002
School address	Bishop Road Bishopston Bristol BS7 8LS
Telephone number	01179 030483
Fax number	01179 030486

Age group	3-11
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Amended Report Addendum

Following a complaint, Ofsted has made some changes to this report so that it more appropriately reflects the views and concerns of parents.

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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: 1.the impact of leadership and management at different levels in planning for and bringing about improvements in pupils' achievements and personal development 2.how well the more able make progress in Key Stage 1, especially in writing and mathematics 3.how well provision meets the needs of all pupils. Evidence was gathered from analysis of the school's data on the progress of pupils and from its self-evaluation, observation of pupils' work, observation of teaching and learning, and discussions with the senior management team, parents and pupils. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

Bishop Road School is much larger than most primary schools. It has a nursery, which children attend either in the morning or afternoon. Two thirds of the children attending the school nursery enter the three Reception classes and most children have had some pre-school experience before starting school. The proportion of pupils entitled to free school meals is low. The majority of children start the nursery and Reception with above average skills. The percentage of pupils with learning difficulties and/or disabilities, including the proportion of pupils with statements of special educational need, is lower than average. The majority of pupils are White British and the percentage of pupils from minority ethnic groups and those who do not speak English as their first language is below average.

The school experienced rapid changes in senior management from 2002 to 2004, when it had five headteachers. There were four chairs of the governing body between 2002 to 2007. The current headteacher and deputy headteacher have been in post since September 2004. A senior assistant headteacher and three assistant headteachers have been appointed over the last three years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bishop Road is a good school with some outstanding features. It has emerged strongly from a period of great instability when the leadership of the school changed rapidly. The drive and vision of its current headteacher, and the assembly of a highly effective management team, have created an impressive momentum towards continued improvement. Pupils and parents agree that the quality of education is good and prepares pupils extremely well for the next stage of their life. One parent, representing the views of many, said, 'Children receive a good all round education.' Pupils talk appreciatively and enthusiastically about the enjoyable activities they experience at school, and they mention their 'love of learning' strongly in discussion.

The effective provision in the Foundation Stage enables children to make a good start to their education and almost all enter Year 1 with skills above the levels expected for their age. Pupils' achievement is good overall in Years 1 and 2 and they build well on their prior attainment. Standards reached at age 7 are above average. Pupils do particularly well in reading and reach very high standards. Standards in mathematics at the higher level are improving because of the recent school focus on this subject. Although the school's tracking shows that pupils make good progress in writing, not as many pupils reach the higher levels as they do in reading. This is because expectations for more able pupils in writing are not always as high as they could be, given their starting points

Pupils continue to build well on their prior attainment in Key Stage 2 and, by the time they leave the school, they achieve high standards in English, mathematics and science. Excellent teaching in Year 6 ensures they become skilled and confident writers who are able to write at length, using a range of styles and a rich vocabulary. The school's focus on raising standards in science and increasing the number of pupils reaching the higher levels in mathematics is proving successful. Pupils from minority ethnic backgrounds and those with learning difficulties and/or disabilities achieve as well as their peers. The school sets challenging but achievable targets for all pupils, which they meet.

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils say how much they enjoy school and this enthusiasm for learning is evident in lessons and break times. It is also reflected in high levels of attendance. Pupils have an outstanding awareness of how to maintain healthy lifestyles. They enjoy fruit at break time and talk knowledgeably about how to be healthy and about unhealthy food. The way pupils learn balancing and juggling circus skills, and their playground activities and skipping workshops, contribute to their enjoyment of school and physical activity. Pupils behave well and have superb attitudes to their learning. Very good relationships with adults and each other and strong moral guidance promotes good knowledge of safety. They contribute well to the school, enjoying responsibility, and diligently look after younger pupils on the playground. Pupils feel their views are acted upon, for example, in the way the school council has improved the range of activities available in the playground. They also contribute well to the wider community and enjoy entertaining senior citizens. Pupils are well prepared for a life in a multicultural community.

The quality of teaching is good overall, with some outstanding teaching across the school. When teaching is less effective, expectation is not always clear and, in a few classes, the match of work to pupils' individual needs is less accurate. In these classes, pupils make satisfactory rather than good or better progress. The curriculum meets the needs of most pupils effectively and makes a strong contribution to their personal development. This is evident in the good

range of after school clubs and activities, trips and visits, which the pupils enjoy hugely, and in the school's excellent programme of personal and social education. Literacy, numeracy and information and communication technology are used well to support other subjects. The high quality of personal care is another factor underpinning the pupils' growth in self-confidence and their personal qualities. All staff effectively monitor pupils' academic progress, and the processes of setting targets and marking are very well developed and ensure pupils have a clear understanding of how well they are doing. Intervention strategies to support pupils have been successful but are not yet consistent across all groups.

The headteacher and her senior management team lead the school outstandingly well, providing extremely effective and clear educational direction. There is a vibrant ethos and strong commitment from everyone to provide each pupil with the best possible education. The headteacher and her senior colleagues have successfully united the staff after a difficult period. A small but significant minority of parents who responded to the inspection questionnaire express concern about past staff turnover and morale. Inspectors judge that morale is now very good as staff feel their efforts are greatly valued. The phrase 'good to great' motivates staff throughout the school as they work hard in pursuit of their objective of making this an outstanding school. Tracking and monitoring pupils' progress throughout the school is exemplary and highlights areas of weakness swiftly, usually leading to improvement, as in science and mathematics. The headteacher's passion for writing permeates the school and is reflected in the very high standards achieved by the older pupils, while it is recognised that able pupils could be stretched more in Key Stage 1. The school is united in a common purpose to raise standards even further and ensure that all groups make significant progress. Governors are well organised, and they challenge and support staff exceptionally effectively. Just over half of the parents who responded to the inspection questionnaire feel that the school does not seek their views or take sufficient account of their concerns. Some parents would like even more opportunities to learn about and be involved in the school. The school's excellent organisation, strong, shared vision and impressive track record of improvement demonstrates its outstanding capacity to continue moving forward.

Effectiveness of the Foundation Stage

Grade: 2

The overall effectiveness of the Foundation Stage is good with some outstanding features. Children make good progress in the nursery and Reception classes, and the vast majority exceed the expected level by the time they enter Year 1. Teaching is good overall with some of it outstanding. However, some teaching is no better than satisfactory because expectations are not closely matched to the children's needs. Children make good progress in all areas of learning. Relationships are strong and consequently children make outstanding progress in their personal development. They make good progress in developing their knowledge and understanding of the world because the staff provide an interesting curriculum with practical activities which interest the children. For example, in one lesson, children greatly enjoyed discovering how balloons and bubbles moved in different ways when filled with air. Personal aspects of care are strong and, consequently, children make a positive start to their education. Good planning ensures activities are challenging and teachers use questions well to extend thinking skills and give children plenty of opportunity to communicate their thoughts. The transition from the nursery to the Reception classes is very smooth because communication is good between the nursery and Reception. The Foundation Stage leader and her staff have established a very

positive learning environment that ensures children make a good start to their education. Excellent tracking information is used well to ensure all children make good progress.

What the school should do to improve further

-
- Improve teaching and pupils' progress where expectations are not high enough and the work is not matched closely enough to pupils' needs, for example, in the writing tasks set for more able pupils in Key Stage 1.
- Ensure that intervention strategies to support pupils in danger of falling behind are effective in all cases.

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Annex A

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
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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
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	1

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?	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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	1
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

Thank you all very much for welcoming me to your school. I enjoyed talking to you and your teachers, coming to one of your assemblies and seeing how well some of you skipped during the break time. I am sorry that I could not have spent more time with all of you. I agree with you that Bishop Road is a good school that is getting better still.

- These are the things that I found during my visit to your school:
- You achieve well because all adults work very hard to make sure that you reach high standards.
- You all greatly enjoy learning because teaching is good. Lessons and activities are challenging and fun.
- Your behaviour is exemplary. You concentrate really well and do your best.
- As you progress through the school, you become more aware of the needs of others.
- You enjoy all the extra-curricular activities, trips and visits. These all help to make learning 'fun'.
- Your school cares about you and teaches you extremely well how to keep safe, be healthy and care for others. Your school council is doing a good job making sure that you all get a say in how to improve your school.
- Your headteacher and all the staff work really well together to make sure that the school is an exciting place and they constantly try hard to make it even better than it is. They track your progress extremely well.

You can help the school progress from being a 'good to a great school' by continuing to work really hard. I have asked your teachers to make sure that you are all challenged as much as possible in lessons and that all those who need extra support get all the help that is necessary. Thank you for a very enjoyable visit to your school and best wishes for your future.



11 October 2007

Dear Pupils

Inspection of Bishop Road Primary School, Bristol BS7 8LS

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Yours sincerely

Marion Wallace (Lead Inspector)