

Stoke Bishop Church of England Primary School

Inspection report

Unique Reference Number	109149
Local Authority	Bristol, City of
Inspection number	309899
Inspection date	23 January 2008
Reporting inspector	Jill Arnold

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	310
Appropriate authority	The governing body
Chair	George Smith
Headteacher	Philippa Hepworth
Date of previous school inspection	24 November 2003
School address	Cedar Park Stoke Bishop Bristol BS9 1BW
Telephone number	01173 772173
Fax number	01173 772174

Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector.

The inspection evaluated the overall effectiveness of the school and investigated the following issues: the impact of leadership and management at all levels in relation to improving achievement, particularly in writing and mathematics; and the effectiveness of academic guidance and support for pupils. Evidence was gathered from visits to lessons; discussions with pupils, staff and governors; scrutiny of pupils' work; analysis of the 93 parental questionnaires; and review of the school's documentation including assessment information. Other aspects of the school's work were not investigated in detail, but the inspection 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

This is a larger than average, suburban primary school. The intake is diverse, but the large majority of pupils are White British. Pupils enter the school with wide-ranging abilities but overall their skills are in line with the expectations for their age. The proportion of pupils with learning difficulties and/or disabilities is slightly above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school, of which pupils and their parents are justifiably proud. The headteacher, staff and governors are committed to providing high quality education and care, which prepare pupils extremely well for their future lives. An inspiring range of activities, high expectations and good teaching, help pupils to develop into mature and reflective individuals who are highly motivated and achieve well.

Amongst the numerous favourable comments made by parents who responded to the pre-inspection questionnaire, the following reflect the sentiments typically expressed:

'It is a very well run school with a caring ethos and good teaching standards. The behaviour of the children is excellent.' 'An excellent school. An outstanding head and a dedicated staff. Musical provision in the school is fantastic...' 'The curriculum is covered imaginatively, often through inspirational projects and themes. The hard work of teachers is very much in evidence.'

The clear vision and strong leadership of the headteacher, ably supported by her senior staff, have created a positive and caring environment in which all pupils feel valued, confident and secure. The school runs very smoothly day to day due to excellent management and communication systems. Matters of health and safety, including child protection, are given top priority. Pupils say they feel safe and trust that there is always someone to provide help should they need it. Behaviour and attendance are managed in a very positive way and pupils feel the system for reporting regularly to parents and the award of certificates works well. Year 6 pupils confirmed, 'There is no bullying. No one gets the chance, but if someone tried, it would get stamped out straight away.' The school has established productive links with parents and with a range of external agencies to support pupils' well-being.

The school aims for all pupils to achieve their best by making learning meaningful and enjoyable. Accurate self-evaluation by the leadership provides a very clear view of the school's strengths and of where it needs to focus its attention for further development to achieve this aim. The staff work as an effective team with roles and responsibilities clearly defined. The governing body plays its part too. Governors not only fulfil their statutory duties but also are actively involved in the life and development of the school. They raise questions about the school's work and how successfully it provides for its pupils. The committee structure and reporting system provide clear lines of communication within the governing body and with the school staff. The quality of leadership and management at all levels and the school's strong track record demonstrate its excellent capacity to continue to improve in the future.

The school's values underpin every aspect of school life. One Year 2 pupil explained how 'values help us to do good in our lives' and pupils' commitment is reflected in their exemplary behaviour, harmonious relationships and positive attitudes to learning. Pupils' spiritual, moral, social and cultural development is exceptional, and strongly developed through the promotion of values in assemblies and the curriculum. The school's religious character and links with the Church assist in this aspect.

The curriculum includes an approach to developing key 'lifelong learning skills', which has a significant and positive impact on pupils' attitudes. Year 2 pupils talked animatedly about the need to 'see the big picture', to be able to 'use imagination... make links...make changes', to 'show curiosity' and about the importance of teamwork and perseverance. In addition to placing great emphasis on developing pupils' skills in English, mathematics, science and information and communication technology, the curriculum provides tremendous opportunities to develop

creative ability and cultural awareness in music, drama, dance and art, including performances and productions involving all pupils. Provision for sport is also extensive, including a wide range of well attended clubs, ensuring all pupils have at least two hours of exercise each week. All these experiences contribute greatly to pupils' enjoyment of school, their love of learning and their personal and social development.

Pupils' enthusiasm for exercise and practical activity, and their good dietary choices demonstrate their mature understanding of how to lead a healthy lifestyle. Their involvement in productions and sporting events, the school council, charity fund raising, the house system and their increasing responsibilities around the school as they become older, are examples of the significant contribution they make to the community. The introduction of Spanish for pupils in Years 3 to 6 and an after school French club provide yet another dimension to benefit pupils. The school has a number of awards which testify to its high quality curriculum. It has already achieved Healthy School, Active Mark and Arts Mark awards, and is currently working towards the Eco School award.

Since the school's previous inspection, its results in the national tests for Year 6 pupils have continued to improve due to the senior leaders' attention to sharpening teaching strategies. By the end of Year 6, pupils consistently reach above average standards in English, mathematics and science. Although Year 2 results have fluctuated over the last five years due to pupils' varying abilities, they have been at least average in writing and mathematics and above average in reading. All pupils achieve well in relation to their starting points, including those with learning difficulties and/or disabilities. Rigorous procedures for assessment, monitoring pupils' progress and setting targets ensure they make good progress and additional provision is put in place for those at risk of falling behind. Pupils confirm that their work is suitably challenging, enabling them to feel a sense of achievement and success. However, not being complacent, the school recognises the need to increase the proportion of pupils reaching above average levels in writing to match the proportion reaching higher standards in reading and mathematics. It has plans to make targets more challenging and adjust aspects of its teaching to achieve this.

Teaching is typically lively, authoritative and sharply focused. Teachers have high expectations of their pupils, who are highly motivated by the interesting lesson content and level of challenge provided. Pupils take pride in their work and apply themselves conscientiously. They particularly enjoy the practical activities and opportunities to discuss and self-evaluate, which are regular features. Teachers' clear explanations and probing questions successfully extend pupils' learning, ensuring they all make good progress. Pupils appreciate receiving feedback, clear guidance on how to improve their work and targets which help them to measure their own progress. Regular and accurate assessments provide teachers with a clear picture of their pupils' progress and information to assist them in planning successful lessons. Teaching assistants provide sensitive support to groups and individual pupils who have additional needs, enabling them to succeed in acquiring new skills and knowledge. The school's senior leaders regularly monitor the quality of teaching and are keen to extend the examples of excellent teaching observed more widely across the school. In particular, there are plans to create further opportunities for pupils to apply and develop their writing and mathematics skills in a wider range of practical and creative contexts.

Effectiveness of the Foundation Stage

Grade: 2

Children make good progress due to the high quality care and attention they receive. Staff forge productive links with parents to promote children's well-being and learning. By the end

of the Reception Year, all children meet or exceed the levels expected for their age. Established routines and clear expectations enable children to grow in confidence as they learn to cooperate with each other and become more independent. They enjoy their learning as each day provides plenty of practical activity and fun. Staff assess children's individual progress frequently and use the information to carefully plan activities together, making adjustments to accommodate children's varying needs and interests. The structured approach to teaching phonics and the high priority given to speaking and listening are particularly successful in developing children's early language skills. Although suitable outdoor activities are planned every day, children's learning is constrained when extremely wet weather prevents them from working and playing outside, despite their waterproof clothing.

What the school should do to improve further

- Implement existing plans to extend opportunities for pupils to apply and develop their literacy and numeracy skills in a range of subjects and contexts.

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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?	1
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?	1
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	2
The behaviour of learners	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	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?	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 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	2
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

24 January 2008

Dear Pupils

Inspection of Stoke Bishop C of E Primary School, Bristol BS9 1BW

Thank you for making me so welcome when I inspected your school. My special thanks go to the pupils in Year 6 and Year 2 who spent time talking to me. I very much enjoyed hearing your views, looking at your work and visiting your classes. I am writing to tell you what I found out about your school.

You are right to be proud of your school – it is outstanding! Your school is a happy, safe, inspiring place to learn. The activities the school provides are excellent, including a wonderful range of clubs, so you really enjoy your learning. Your behaviour and attitudes are excellent. I was particularly impressed with how thoughtful, sensible and hard-working you are. The people in charge of your school do a superb job, including the governors, and all the staff work hard to care for you and help you achieve your best. You are taught well and the advice you are given on how to improve your work is good. The youngest children get off to a good start in the Reception classes. All the teachers have high expectations of you so it is not surprising that you make good progress and achieve well during your time at the school. Many parents wrote to me to say how pleased and impressed they are with your school.

Your headteacher and teachers have already thought of ways to improve your work even further. They are busy planning more real-life and exciting opportunities for you to write about and use your mathematics skills in different subjects.

With my very best wishes for the future.

Jill Arnold Lead inspector

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