

Bishops Cleeve Primary School

Inspection report

Unique Reference Number	115571
Local Authority	Gloucestershire
Inspection number	311982
Inspection dates	19–20 March 2008
Reporting inspector	David Curtis

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	4–11
Gender of pupils	Mixed
Number on roll	
School	433
Appropriate authority	The governing body
Chair	Ruth Kessell
Headteacher	Steven Savory
Date of previous school inspection	19 January 2004
School address	Tobyfield Road Bishops Cleeve Cheltenham GL52 8NN
Telephone number	01242 673814
Fax number	01242 679216

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. Most pupils are White British, with a small proportion from minority ethnic families. The proportion of pupils with learning difficulties and/or disabilities is increasing year on year and is now close to the national average. Children start school with standards below those expected for their age. There has been a high turnover of teachers in the last two years with those leaving for promotion or family reasons. The school has achieved the Sports Kitemark, Gold Artsmark, ICT Mark and Healthy Schools status.

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. It has a number of outstanding features. At the heart of the school's success are good leadership and management and its ability to take bold decisions to bring about school improvement. Recognising that achievement should be better than it was, the school took the decision to self-refer to the Intensifying Support Programme (ISP). The outcomes of this decision are impressive because ISP has made a significant contribution to pupils' accelerated progress and good achievement. In turn, this has raised pupils' standards to above average by the time pupils reach Year 6. Good progress begins in Reception because of good provision for children's first year in school.

The most striking feature of the success of ISP is the success of teachers and pupils using challenging targets to improve progress. Good teaching and learning, together with an outstanding curriculum, mean that pupils want to learn and are motivated by having targets which they understand. Boys, in particular, respond exceptionally well to the competitive nature of targets and this has had a significant impact so that their writing skills are now much improved. Similarly, girls' performance in mathematics has improved dramatically because the subject motivates them. Teachers make lessons interesting and challenging and plan tasks that successfully meet the differing learning needs of pupils. Teaching assistants make a valuable contribution to helping pupils make good progress, especially individuals with learning difficulties and/or disabilities. Whilst pupils say that teachers' marking often helps them to understand how to improve their work, this is not consistently the case in all classes, especially in writing. Similarly, not all teachers have high enough expectations of pupils' handwriting and presentation skills.

Outstanding care, guidance and support make a major contribution to pupils' excellent personal development and well-being. Staff know pupils exceptionally well and the quality of support for vulnerable pupils, including those with learning difficulties and/or disabilities, is good. Pupils respond well to the clear targets they are given to help them improve in English and mathematics. However, the absence of clear targets in other subjects, such as science, means pupils do not always progress as rapidly in some areas as they do in English and mathematics. Pupils are very friendly, welcoming and polite. During the inspection, they readily engaged in conversation with inspectors and made comments such as 'I really hope you enjoy your day'. Behaviour is excellent. Pupils' relationships with adults and each other are exceptionally good. Pupils' preparation for their future economic well-being is outstanding socially and good academically. Pupils' enjoyment of, and participation in, the wide range of extra-curricular provision makes a strong contribution to their excellent understanding of healthy lifestyles.

The majority of parents are supportive of the school. Its success is summed up well by one parent who wrote, 'I could not have asked for a better school for my child. It's a most warm and caring environment. The staff have children's welfare at heart always and ensure the children have as wide a range of experiences/opportunities as possible. The school is thoughtful of the children's needs and there's always and endless supply of encouragement.' The school is supported effectively by its governing body, which provides good levels of challenge for senior leaders. The school's capacity for further improvement is good.

Effectiveness of the Foundation Stage

Grade: 2

Children are given a good start in the Reception Year. They come to school with skills that are generally below expectations and make good progress in all areas of learning. By the time they begin Year 1, most reach the expected levels for their age and a significant number exceed them. Good teaching and interesting activities focus on nurturing confidence and developing skills. Children enjoy their time at school and work and play well together. The curriculum is well planned and there is an appropriate balance of adult led and child initiated activities. There are very good links with parents who are kept well informed of their children's progress. The school is rightly focusing on raising attainment, especially in communication, language and literacy and the personal, social and emotional areas of learning, which have become lower on entry to the school.

What the school should do to improve further

- Ensure that teachers' marking always gives pupils a clear indication about how they can improve their work.
- Extend the successful target setting practice in English and mathematics to other subjects as part of the school's strategies to keep achievement improving in all areas.

Achievement and standards

Grade: 2

Achievement is good and standards are above average in Year 6. Standards are improving, especially for boys in writing and for girls in mathematics, because of the success of the ISP. Boys are motivated to write and enjoy success, for example in producing convincing 'Estate Agent' advertisements to sell 'shipwrecks' as part of a theme on 'Pirates'. In Year 3, girls made exceptional progress in a mental mathematics lesson because they were all challenged at the right level. More-able girls' knowledge of multiplication tables was particularly good. Across the school, standards in information and communication technology (ICT) are good. There is evidence of very good work in art and design, for example in fabric wall hangings made by Year 4. Because of very good support and high-quality individual education plans, pupils with learning difficulties and/or disabilities make good progress.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is excellent. Their social skills and relationships are very strong features of their day-to-day school life. Pupils' enjoyment of school and lessons is reflected in their good attendance. It makes a significant contribution to their good achievement. Pupils' understanding of how to stay safe is excellent. They learn to make excellent contributions to the immediate and wider community. For example, the school council, prefects and house captains play a significant role in giving pupils a voice in the day-to-day life of the school. All take their roles seriously and perform their duties admirably. Year 6 pupils who act as 'buddies' for younger children help them settle into school routines, such as taking them to the dining hall for lunch. Through work linked to the Victorians and organising events, such as setting up Victorian stalls, pupils raise funds which they give to local and national charities.

Quality of provision

Teaching and learning

Grade: 2

Pupils enjoy their lessons and make good progress as a result. Year 6 pupils say that the thing they will miss most is their teachers when they go to secondary school. Teachers share the lesson objective at the start of each lesson and tell pupils what they are expected to achieve. Together with planning that meets pupils' needs, this ensures pupils understand the task and this makes them want to work hard and succeed. A striking feature of many lessons is the level of challenge for more-able pupils, with the 'Maths Carousel' in Year 3 a prime example of this. Teachers' marking is good overall, but inconsistency remains in not always telling pupils how to improve their work. The level of support provided for pupils with learning difficulties and/or disabilities is very good, especially the high-quality teamwork between teachers and learning support assistants.

Curriculum and other activities

Grade: 1

The richness of extra-curricular provision and curriculum enrichment through the use of educational visits and visitors to the school is a major factor in pupils' good achievement. The ICT curriculum makes a good contribution to pupils using key skills in this subject to support their learning and good progress in literacy and numeracy. The way in which the curriculum is adapted to meet the needs of all pupils is particularly impressive. Classrooms are exciting and vibrant learning environments with strong emphasis given to promoting and using the ISP targets for literacy and numeracy. Sport plays an important part in pupils' lives and in their excellent awareness of healthy living. For example, during the inspection, pupils really enjoyed taking part in a tag rugby competition and girls enjoyed playing in a local soccer tournament.

Care, guidance and support

Grade: 1

The school complies fully with all statutory requirements for child protection and safeguarding its pupils. Parents are delighted with the way the school welcomes new children into the school both in Reception and for those who join at other times. Excellent links with outside agencies contribute to the high-quality support given to vulnerable pupils, including those with learning difficulties and/or disabilities. The introduction and successful use of ISP targets mean that pupils' academic development is supported most effectively. Pupils know their targets and talk animatedly about how they really help them want to succeed in lessons and to reach their targets. Such is their enthusiasm for targets that pupils would like them in other subjects.

Leadership and management

Grade: 2

The school is well led and managed and respected by parents. One parent summed up the view of others saying, 'The school expects the children to work hard and do its best.' The headteacher is determined to raise standards and ensure pupils succeed. He provides inspirational and dynamic leadership and is supported well by senior managers, subject leaders and staff who complement his determination to see the school succeed. Very good evaluation is used well to

make improvements. It is accurate and well integrated into the life of the school. The improvements in teaching and achievement have come about as a result of rigorous monitoring and effective systems for measuring pupils' progress by subject leaders, phase leaders and the leadership team. These improvements still need to be embedded across all subjects. Priorities for raising standards, especially in writing and accelerating progress in English and mathematics, are clearly outlined in an excellent school improvement plan. Governors are well informed, reflective and very supportive. They have a clear understanding of the strengths of the school and make a valuable contribution to school development. Good communication and rigorous assessment procedures are increasing their understanding of pupils' achievements.

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

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	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?	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?	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	2
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

25 March 2008

Dear Pupils

Inspection of Bishops Cleeve Primary School, Bishops Cleeve, GL52 8NN

Thank you very much for the very warm welcome you gave us. In particular, we must thank the school council and those of you in Year 2 and Year 6 who met us on Wednesday lunchtime. We were impressed with how friendly and polite you are and we enjoyed talking to you in lessons and around the school. I am delighted to tell you that you go to a good school. These are the things that are particularly impressive:

- You make good progress in lessons and the work you do is better than expected for pupils of your age.
- Your behaviour is excellent and your relationships with adults and each other are outstanding.
- You enjoy your lessons because work is at the right level for you and you know what teachers expect from you in lessons.
- The range of clubs that you can attend is excellent.
- All the adults in the school look after you extremely well.
- All those who lead and manage your school want you to do your best and help you to do this.

To make your school even better we have asked the staff to:

- Make sure that teachers' marking consistently tells you how you can improve your work.
- Give you targets in other subjects that are as clear as the ones you get for English and mathematics.

It was lovely to meet you all and I know you will continue to work hard and enjoy school.

Yours sincerely

David Curtis Lead inspector

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