

# Bicton CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	123461
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	314603
<b>Inspection date</b>	24 January 2008
<b>Reporting inspector</b>	Melvyn Hemmings

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	110
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roger Ratcliffe
<b>Headteacher</b>	Richard Mark Davies
<b>Date of previous school inspection</b>	1 December 2003
<b>School address</b>	Bicton Lane Bicton Shrewsbury SY3 8EH
<b>Telephone number</b>	01743 850212
<b>Fax number</b>	01743 851408

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## Introduction

The inspection was carried out by one Additional Inspector, who investigated the overall effectiveness of the school and the following issues. • The opportunities for pupils to write imaginatively in subjects other than English. • The extent to which pupils are able to work independently and be involved in evaluating for themselves how well they are doing, and how to improve. • The effectiveness of procedures for checking the progress of pupils in subjects other than English, mathematics and science. Evidence was gathered from the school's assessment and tracking records, observations of the school at work, discussions with staff, the chair of governors and pupils. The parental questionnaire responses were analysed. Other aspects of the school 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 the report.

## Description of the school

This is a small rural school which is popular and oversubscribed in some year groups. Pupils are taught in four classes, each with mixed age ranges. Because of the very small number of children involved, their attainment on entry to the Reception class can vary year on year between broadly in line with to below the expectations for their age. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is broadly average. Staff and pupils moved to newly built premises in February 2007.

## 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 with some outstanding features. It provides pupils with a wide range of stimulating experiences within a friendly and caring environment. The vast majority of parents are supportive of the school and rightly proud of the education provided for their children. The following parental comment is typical of many: 'We are pleased our daughter is lucky enough to go to Bicton CofE School. It is a very pleasant and friendly environment in which to learn.' The school's leaders have effectively overseen the move to the new building and so minimised any disruption to pupils' learning. As a result, staff and pupils have settled in quickly and pupils' good rate of progress of previous years has been maintained. This has been helped by the way management has ensured that the very good facilities in the school are used effectively to develop pupils' learning. All involved in the school share the headteacher's clear vision for future improvement and a strong sense of teamwork is evident. The school's self-evaluation is accurate and so enables it to prioritise the correct areas for development. Some parents expressed concern that the mixed age classes might have an adverse effect on the progress their children make. However, this situation is managed well and staff ensure that all pupils make the progress of which they are capable. Governors are supportive of the school and fully involved in helping it to improve further. There is good capacity for further improvement. Children make a good start to their education in the Reception class, where they make good progress across all areas of learning. This good progress is maintained throughout the school and pupils achieve well. As a result, pupils attain standards by the end of Year 6 that are above average in English, mathematics and science. Recent improvements in the provision for English mean that pupils now have sufficient opportunities to extend their literacy skills by writing imaginatively in a variety of subjects. This is exemplified by the accounts of pupils in Year 6 describing life in Britain during the Second World War, as part of their studies in history. Pupils with learning difficulties and/or disabilities make good progress because of the well targeted support they are given to meet their individual needs. Pupils behave in an outstanding manner and this makes a very positive contribution to the progress they make and the standards they attain. They are caring and considerate to others, as is shown in the way older pupils look after younger ones at break and lunchtimes. Pupils enjoy coming to school and this is reflected in their above average attendance. They make a positive contribution to school life by taking on a variety of responsibilities, such as being a member of the school council. They also contribute well to the local community and in so doing, effectively develop their understanding of citizenship. Pupils have a good understanding of the need to live a healthy lifestyle, including the importance of a healthy diet and regular exercise. They know how to stay safe, which is exemplified in the responsible way they move in and around school. Their good basic skills in literacy, numeracy and information and communication technology give them a good preparation for their future lives. Pupils have positive attitudes to their work and enjoy their lessons. These are planned well by teachers to build upon previous work so pupils can use existing knowledge and understanding to support their current learning. Relationships between pupils and adults are outstanding, being based on mutual respect, and play an important role in the good progress pupils make. Teaching assistants support all pupils effectively, particularly those with learning difficulties and/or disabilities. At times lessons are too teacher directed, and this limits pupils in making choices for themselves and taking responsibility for their own learning. There are also limited opportunities for pupils to assess for themselves how well they are doing and what to do next to improve their work. An outstanding range of enrichment activities very effectively extends the good curriculum and widens pupils' horizons. Pupils talk with enthusiasm about

the many out-of-school activities they can take part in, including art, football, basketball, cookery, choir and board games. Such a range is exceptional for a small school and is testament to the commitment of staff to promote pupils' all-round education. Parents are very appreciative of this aspect of school life. Pupils have the opportunity to go on a variety of educational visits and work with a range of visitors to develop their skills in various subjects. This includes working with professional sports coaches as part of the provision for physical education. A high priority of the school is to ensure pupils' safety and well-being, and safeguarding procedures are rigorous. All staff are clear about child protection arrangements and know the procedures to follow if they have concerns for the wellbeing of a pupil. Pupils say they feel safe and secure in school and can talk to an adult if they have any worries or concerns. There are good links with outside agencies to provide extra support for individual pupils when required. The arrangements for checking the progress of pupils in English, mathematics and science are good. Teachers use the information collected well to plan work that matches pupils' different abilities in these subjects and guide them to improving their performance. The procedures in other subjects are not as effective and do not provide teachers with a clear picture of the progress that pupils make. Consequently, they find it difficult to ensure that the work they set is sufficiently challenging for their pupils in these subjects.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Provision in the Reception class is good and enables children to make good progress in all aspects of their learning. Because of this, by the time they enter Year 1 pupils are working at levels that are generally above those expected. Staff are aware of the needs of children of this age and so are able to provide activities that are practical and stimulating and effectively capture their interest. The school is keen to improve its satisfactory links with pre-school providers so that staff have a better understanding of children's skill levels when they start school. Leadership and management are good and parents are kept fully informed about their children's progress.

### **What the school should do to improve further**

- Improve pupils' independent learning skills and involve them more effectively in evaluating for themselves how well they are doing and how they might improve.
- Check more carefully the progress that pupils make in subjects other than English, mathematics and science.

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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	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	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
How well learners enjoy their education	2
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	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?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
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



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

- 25 January 2008 Dear Pupils Inspection of Bicton CofE Primary School, Shrewsbury, SY3 8EH  
Thank you for the friendly welcome you gave me when I visited your school. I enjoyed meeting you and seeing the things you do. I would like to tell you that your school is a good one. It helps you to achieve well, so that most of you attain standards in English, mathematics and science that are above average by the end of Year 6. What I liked most about your school.
- You behave in an exemplary manner and are kind and considerate to others.
- You enjoy coming to school and have positive attitudes to learning.
- The school building and grounds provide a wonderful environment in which to learn and play.
- There is an excellent range of out-of-school activities to take part in and a wide variety of educational visits to add interest to the curriculum.
- All adults take good care of you and ensure you are safe while in school.
- Relationships between adults and pupils are excellent and play an important role in the good progress you all make. What I have asked your school to do now.
- Help you to improve your skills in working independently and involve you more in assessing for yourselves how well you are doing and how you could do better.
- Check more carefully the progress you make in subjects other than English, mathematics and science so that you are always given work that makes you think hard. You can help by continuing to enjoy your work and being kind to others. I hope you will! Best wishes Melvyn Hemmings Lead inspector



25 January 2008

Dear Pupils

**Inspection of Bicton CofE Primary School, Shrewsbury, SY3 8EH**

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**What I liked most about your school.**

- You behave in an exemplary manner and are kind and considerate to others.
- You enjoy coming to school and have positive attitudes to learning.
- The school building and grounds provide a wonderful environment in which to learn and play.
- There is an excellent range of out-of-school activities to take part in and a wide variety of educational visits to add interest to the curriculum.
- All adults take good care of you and ensure you are safe while in school.
- Relationships between adults and pupils are excellent and play an important role in the good progress you all make.

**What I have asked your school to do now.**

- Help you to improve your skills in working independently and involve you more in assessing for yourselves how well you are doing and how you could do better.
- Check more carefully the progress you make in subjects other than English, mathematics and science so that you are always given work that makes you think hard.

You can help by continuing to enjoy your work and being kind to others. I hope you will!

Best wishes  
Melvyn Hemmings  
Lead inspector