

# Bishops Cannings Church of England Aided Primary School

Inspection report

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<b>Unique Reference Number</b>	126395
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315530
<b>Inspection date</b>	18 September 2007
<b>Reporting inspector</b>	John Carnaghan

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	155
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	J Hector
<b>Headteacher</b>	D F Wade
<b>Date of previous school inspection</b>	14 October 2002
<b>School address</b>	The Street Bishop's Cannings Devizes SN10 2LD
<b>Telephone number</b>	01380 860633
<b>Fax number</b>	01380 860633

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Bishops Cannings Church of England Aided Primary School is a small rural school in North Wiltshire. The school has very few pupils from minority ethnic backgrounds and none at an early stage of learning English. The school has a small number of pupils with learning difficulties and none with disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Bishops Cannings School provides a good standard of education. It has acted promptly and effectively in response to a dip in standards in recent years. As a result, both attainment and achievement have improved in the last year. A key strength is the effectiveness of the school's self-evaluation. The information from this has enabled the leadership to take rigorous action and make necessary improvements, particularly in the teaching and co-ordination of subjects. These improvements have raised achievement.

Pupils enter school with the expected level of skills. By the time they leave Year 6, standards in English, mathematics and science are above average. Pupils' achievement across the school is good but with some variations. Achievement of Key Stage 1 pupils in writing has lagged behind other areas and achievement of higher attainers in Years 1 and 2 has been too low. There is clear evidence that better promotion of writing and increased challenge for the more able is starting to overcome these issues. Teaching and learning are good but there is some variation in the quality across the school. Teachers and pupils collaborate effectively in promoting progress. Lessons are often enjoyable and stimulating, but pupils' work is not always well marked. There are some weaknesses in teaching in Key Stage 1 where there is insufficient emphasis placed on writing and promoting the achievement of more-able pupils. The curriculum is good; it is well planned and engaging and there are many interesting activities outside of the classroom.

Pupils' personal development is good. Their enjoyment of school is outstanding, many saying that there is nothing they would change about the school. They know what they should do to stay safe and are confident the school keeps them secure. Pupils are well cared for and staff are strongly committed to their welfare. However, pupils do not receive regular targets and so are not always clear about how well they are doing and what they need to do to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make good progress in the Reception class. Their personal, social and emotional development is particularly good. After only two weeks in school, children understand class routines, concentrate well on their work and co-operate well with others. Good teaching has a positive impact on children's achievement. Children enjoy learning because it is carefully planned and well matched to their age and abilities. The good leadership of the Foundation Stage ensures that there are clear priorities for improvement focused on the children's needs, including exciting plans to develop the outdoor area.

## What the school should do to improve further

- Ensure that pupils receive clear, regular information about their standards of work and how they could be improved.
- Ensure that teaching in Years 1 and 2 promotes better writing skills for all pupils and higher standards for the more able

## Achievement and standards

### Grade: 2

Children enter the school with the expected level of skills. They leave with above- average standards. During their time at school, pupils' achievement is good overall. Pupils with learning difficulties benefit from well-planned programmes to meet their needs and make good progress.

Pupils' standards at the end of Year 6 have been average for a number of years. Science standards were consistently below those in English and mathematics. Decisive action by the school, including changes in teaching arrangements, have led to improved attainment in science and higher overall standards. Standards at the end of Year 6 are now above average and pupils' achievement is good.

As a result of the good start in the Foundation Stage, on entering Year 1 children are achieving at above-expected levels. In the past, this good base has not been built on as successfully as it might. Standards at the end of Year 2 are average and pupils' achievement in Key Stage 1 is satisfactory. Pupils' writing standards have consistently lagged behind those in reading and mathematics. Not enough pupils reach higher levels in Year 2 assessments. The school has implemented a number of initiatives to address these concerns; for example, teaching has become more challenging for more-able pupils. There is evidence from Year 2 pupils' work that these developments are starting to raise achievement but are not yet completely effective. The school uses assessment information well to develop challenging but realistic targets for performance in national tests.

## Personal development and well-being

### Grade: 2

Pupils' good personal development and well-being stem from the supportive relationships in the school. Pupils are polite and friendly, respect others and are very proud of their school. Attendance is good. Pupils feel valued, behave very well and they thoroughly enjoy school. As a Year 2 pupil said, 'This is an extremely good school because we do lots of work, but we have fun as well!'

Spiritual, moral, social and cultural development is good. Regular opportunities for thoughtful reflection contribute to pupils' spiritual awareness. Pupils are aware of and responsive to wider moral and social issues. Pupils show sensitive awareness of the needs of others and are regularly involved in raising funds for a variety of charities. They know about living healthily. Most eat healthy foods and take plenty of exercise. They enjoy taking responsibility, for example, as representatives on the school council or by looking after younger pupils, thus making a positive contribution to the community. Pupils acquire the skills that make a good contribution to their future economic well-being. Their grasp of basic skills and good personal and social qualities mean that they are well prepared for their next stage of education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils achieve well because teaching meets most of their learning needs. Teaching is improving because it is thoroughly monitored by school leaders. This promotes good practice. For example,

a clearer focus on developing writing skills across a range of subjects is starting to lift standards in this area.

Most lessons are thoroughly planned to provide interesting activities that have the correct degree of support and challenge for all pupils. This planning is informed by good assessment information. Lessons are generally lively and engaging and pupils say they greatly enjoy them. Pupils are well managed and relationships in classrooms are warm and constructive. Pupils are well behaved and make good contributions to their own learning. They participate confidently in discussions, work well both in pairs and independently, and know when it is time for quiet concentration. In a personal, social and health education lesson, Year 5 pupils could suggest a number of features which help learning, including playing calming music or working in complete silence. Teaching assistants offer good support and make effective contributions to pupils' achievement.

A minority of lessons in Key Stage 1 are not challenging enough for more-able pupils. Not enough attention is paid to teaching key skills such as writing in whole sentences. Throughout the school, marking of pupils' work does not always promote good achievement. Teachers mark regularly but their comments, while encouraging, lack precise guidance on how to improve, so pupils are unsure of the next steps in their learning.

## **Curriculum and other activities**

### **Grade: 2**

Pupils are keen on the opportunities that the school offers outside of the classroom. They applaud the school's policy of taking them on educational trips beyond their rural home area. They appreciate the good mixture of after-school clubs on offer. For a small school, there is a very good variety of opportunities in sport, the arts and elsewhere and these clubs are well attended.

There is good coverage of the compulsory curriculum and the school is developing its planning to help pupils develop relevant skills. Improvement of literacy skills has been a priority and has begun to help raise writing standards in Key Stage 1, but there is more to do in promoting literacy across all the subjects of the curriculum. In sport and other areas, pupils benefit from links with other schools. Pupils in Years 3 to 6 enjoy being taught French.

## **Care, guidance and support**

### **Grade: 2**

Good quality care promotes good attitudes and behaviour. This has a positive impact on achievement and standards. Good relationships between staff and pupils ensure that pupils feel secure and valued. Parents and pupils confirm that this is a supportive, caring school where children feel safe. The school works effectively with parents to support pupils' learning. Those with learning difficulties are well supported, ensuring that they progress as well as their peers. There are effective child protection and safeguarding procedures, with thorough arrangements to ensure pupils' health and safety.

Pupils do not regularly receive precise academic support and guidance. For example, those in Year 6 are not fully aware of their current standards or areas for improvement. While there are some targets set, they are not sufficiently specific to individuals so that pupils are not always sure of the best way to improve.

## Leadership and management

### Grade: 2

The headteacher provides good leadership and shows a determination to ensure all pupils achieve their best. The senior management team ably supports the headteacher, with regular meetings focused on important issues such as the most effective styles of teaching. Leadership and management has had a positive impact on achievement, which is now good. New subject leaders quickly get to grips with the most important issues. This is evident in the ways that the changes needed to improve provision in the Foundation Stage have been identified.

The school knows itself well and information from regular monitoring provides clear direction for improvement. Extra resources and support are allocated where most needed, which has a positive impact on standards and provision. There has been good progress since the previous inspection and the school has good capacity to improve in the future.

Governors increasingly hold the school to account for the standards it achieves. They are supportive but not afraid of engaging in challenging discussion. They are fully involved in the life and work of the school and know its strengths and weaknesses.

Parents are very supportive, feel involved in school life and value recent improvements. There is regular communication with parents and their views are actively sought. Parents feel they can come into school at any time to discuss concerns.

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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	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
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

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils,

Inspection of Bishops Cannings Church of England Aided Primary School, Bishops Cannings, Devizes, Wiltshire SN10 2LD

Many thanks for being so helpful and polite when the inspectors visited the school recently. We thought you were very mature and we admired the way you get on so well with everyone in the school.

Bishops Cannings is a good school that does many things well. The main strengths are these:

- Teaching is good and you learn well. This means standards by Year 6 are above average and you achieve well during your time at school.
- You are well cared for and this helps your good personal development. Your behaviour is very good and your enjoyment of school is excellent. Well done!
- The range of subjects you study is good and you enjoy a wonderful variety of activities outside the classroom.
- The school is well led and managed and your teachers are planning well for the future.

Many of you could not find a single thing about the school that you thought should be changed. The inspectors think that there are two areas that need improving:

- The school should give you more information about how well you are getting on and show you more clearly what you need to do to improve.
- In Years 1 and 2 more could be done to improve your writing. The most able pupils in these years sometimes need to be given harder work to do.

Once again, many thanks for your helpfulness. Good luck for the future.

With all good wishes,

John Carnaghan Lead inspector



19 September 2007

Dear Pupils,

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Bishops Cannings, Devizes, Wiltshire SN10 2LD**

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