

# Bishopsteignton School

## Inspection report

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<b>Unique Reference Number</b>	113185
<b>Local Authority</b>	Devon
<b>Inspection number</b>	325769
<b>Inspection dates</b>	10–11 February 2009
<b>Reporting inspector</b>	David Townsend HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	153
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Lamboll
<b>Headteacher</b>	Louise Prywata
<b>Date of previous school inspection</b>	1 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Cockhaven Close Bishopsteignton Teignmouth TQ14 9RJ
<b>Telephone number</b>	01626 775873
<b>Fax number</b>	01626 777905

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<b>Age group</b>	4–11
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## Introduction

One of Her Majesty's Inspectors carried out this inspection.

## Description of the school

Bishopsteignton is a smaller than average primary school. The percentage of pupils known to be eligible for free school meals is below average. Almost all pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is in line with national averages and the number of pupils with a statement of special educational needs is below average. Children join the school in the Reception class, which is the final stage of the Early Years Foundation Stage. The headteacher, who was previously the deputy headteacher, took up her post in September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Bishopsteignton is a good and improving school. The staff team work closely together to nurture each pupil's academic and personal development. Parents are overwhelmingly supportive of the new headteacher's leadership and the very close links she has forged between home and school.

The personal development and well-being of pupils are good. Pupils behave very well, attend regularly and enjoy school. They have a very good knowledge of how to live healthy lives and to stay safe. Pupils receive good quality care from dedicated staff in an inclusive and supportive environment. Their social, moral, spiritual and cultural development is good overall but their understanding of the cultural diversity of contemporary Britain is limited.

The staff team guide pupils' learning well. The quality of marking has improved since the last inspection. Pupils receive regular feedback on their work and advice on how to improve. The school is developing a system to track pupils' progress throughout school but this does not yet provide a clear enough picture to show how groups of pupils, especially higher attainers, could do even better.

Achievement is good overall, an improvement since the last inspection. Across the school, progress is good in reading, mathematics and science and by the time pupils leave school, standards are above average in these areas. However, in the national tests taken at the end of Year 6 in 2008, writing results, especially those of boys, were comparatively weaker. This year, the school has generally improved its strategies for teaching writing and for motivating boys to write at length. Despite this, some boys in Years 4 and 5 still lack the confidence and skills to become independent writers. Pupils with learning difficulties and/or disabilities make good progress.

Pupils' raised achievement is due to a number of factors. Firstly, the quality of teaching and learning, which is now good, has improved since the last inspection. Teachers' assessments are more accurate. Using these, they plan comprehensively to ensure that the match between the work set and pupils' needs has improved. However, even in the good lessons, there remains more scope for able pupils to lead their own learning from the outset.

Secondly, the broad, balanced curriculum, enriched by many trips and expert visitors to the school, gives pupils a wider platform for their learning. They achieve well in subjects such as music, art and sport because teachers take close account of the need to secure progression in pupils' learning of key skills and concepts. Pupils get good opportunities to apply their literacy and numeracy skills across the curriculum.

Thirdly, there has been a concerted team approach to securing these improvements to the quality of provision and to standards. The headteacher has moved quickly to raise expectations, and to involve pupils, staff, parents and governors in the school's development. Careful and accurate self-evaluation has led to well-chosen and carefully planned initiatives to improve the quality of provision, particularly in recent months, and these have had a marked impact of pupils' achievement. Therefore, the school has good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Children in the Reception class make an outstanding start to their education. Attainment on entry is broadly in line with typical expectations, although some of the youngest children, in particular, have less developed writing skills. From this starting point, children make very rapid progress and by the time they transfer to Year 1, almost all achieve the goals expected of them and most exceed these expectations. Children benefit hugely from the excellent personal attention and small group support they receive from the teacher and teaching assistants and the high quality dialogue that takes place. The class teacher has a very good understanding of how very young children learn and provides them with stimulating, practical activities within a very organised and attractive learning environment. There is a good balance of indoor and outdoor learning and children are encouraged to access both independently. Although the covered area outside is relatively small, it is fully utilised. The adult team are very effective in praising children's efforts and helping them identify in each other and themselves the personal qualities they need to succeed. The adults care for the children very well and ensure their safety at all times. They know each individual child very well, because of the very close links established with the pre-school provider, their own in-depth assessment practices and the teamwork among the staff. Leadership of the Early Years Foundation Stage is excellent. The teacher has been effective in supporting colleagues in her team and in developing the learning resources and environment to a high standard.

### What the school should do to improve further

- Analyse the achievement of higher attaining pupils and the strategies used to challenge them so that they all make more rapid progress in their learning.
- Raise the standards of boys' writing.
- Develop pupils' awareness of the cultural diversity of modern Britain.

## Achievement and standards

### Grade: 2

Achievement is good overall and standards are rising again. In 2008, by the end of Year 2, standards were well above average overall. This represents good progress from these pupils' above average starting points on entry to Year 1. Before last year, progress rates slowed in Key Stage 2, such that standards were broadly average in 2007. In 2008, pupils made good progress in reading, mathematics and science to reach above average standards. However, progress rates in writing, especially for boys, were satisfactory, rather than good, in Years 3 to 6. This year, there is particular emphasis on improving pupils' skills for reading and spelling and on motivating boys to write by choosing themes and resources that appeal to them. Teachers are tracking the progress pupils make more closely. Inspection evidence shows that progress rates in writing, including those of most boys, are better this year. However, there are still some boys in Years 4 and 5 who are working from a lower starting point. Pupils with learning difficulties and/or disabilities make good progress. Inspection evidence shows that pupils with specific literacy needs are making good gains in improving their writing and spelling skills as well as their reading comprehension.

## Personal development and well-being

### Grade: 2

Pupils are polite, very well behaved and positive in their attitudes to learning. Attendance rates are above average. They enjoy school and particularly value their friendships with each other and the support they receive from adults. They are very active at playtimes and many participate in after-school sports clubs. They are very knowledgeable about the importance of road and fire safety. Incidents of bullying are rare. Pupils feel confident that they know who to turn to if they have a problem. Pupils' spiritual, moral social and cultural development is good overall. They reflect carefully on world events and stories they hear in assemblies about human endeavour. They benefit from cultural exchange links with a school in France. However, pupils' understanding of diversity within modern British society is more limited. They make a good contribution to community both within the school and locally. Older pupils take on responsibilities in school as librarians or 'buddies' to younger children. The active school council represents pupils' views on new developments well. Pupils develop the personal qualities, such as resilience and motivation, which will serve them well in later life.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils' improving progress is directly linked to the recent improvements in teaching. Teachers' planning is very thorough. There is much active learning in lessons. For example, pupils watch video footage to help them sequence narrative writing in order to use the technique of recounting 'flashbacks in time' for characters. Across the school, there is a strong emphasis on enquiry-based problem solving in mathematics. Teachers' subject delivery is typically good. They clarify the technical language and the knowledge pupils need to apply to a task during lessons. Relationships are good. Teachers and teaching assistants generally provide good support to each individual pupil. There is typically a close match between the work set and pupils' needs. However, even in the good lessons, there is more scope for able pupils to apply their learning independently at a faster rate on real-life challenges. In the minority of satisfactory lessons seen, teachers talk to the whole class for too long, slowing the pace of learning.

### Curriculum and other activities

#### Grade: 2

The curriculum is broad and balanced and enriched by a host of carefully chosen off-site trips and by talks from visiting speakers. For example, visits from local clergy, the coastguard and fire services are valuable in ensuring the curriculum supports pupils' personal development well. Teachers take considerable care in planning stimulating themes, with alluring titles such as 'The Fantastic and the Strange'. Teachers take close account of the need to secure progression in pupils' learning of key subject skills and concepts, for example in music and art. In this way, there is suitable challenge in the subject content and a good match to pupils' abilities and ages. Links between subjects are also well defined. For example, information and communication technology is well utilised to support learning in history, such as when pupils conduct research about ancient civilisations. Provision for literacy and numeracy is good, ensuring that pupils' skills are improving. Regular opportunities arise for pupils to apply their reading and writing skills in their wider studies. Teachers regularly update parents about study themes and how they might be involved in supporting their children's learning.

## Care, guidance and support

### Grade: 2

The school provides good quality care for its pupils, thereby promoting their good personal development. Pupils and parents very much appreciate the support given. Policies to promote pupils' safety are securely in place. Teachers and teaching assistants have very good relationships with pupils. The needs of vulnerable pupils are identified promptly because the staff team work closely together to assess children carefully, both when they start school and on an ongoing basis. The provision for pupils with learning difficulties and/or disabilities is good. The staff team are effective in adapting their plans and organising additional support for those who need it. They consult closely with external agencies in order to provide for those with more pronounced difficulties. Most pupils know their targets well, although processes are more established for literacy than for numeracy. Pupils say that their target cards particularly help them to improve the technical aspects of their writing. Teachers mark work conscientiously and pupils receive good advice on how to improve their work.

## Leadership and management

### Grade: 2

Since taking up her post, the headteacher has provided a strong sense of direction for the work of the school. She has firmly established her high expectations and united staff, pupils, parents and governors in her drive to raise standards. In a short space of time, she has worked with her colleagues to evaluate, with accuracy, the quality of teaching and to sharpen the assessments made of pupils' learning. There is a strong sense of shared accountability for helping pupils to achieve well. Systems to track how well pupils are doing in their work are more comprehensive and are being utilised by teachers to help inform their planning and practice in class. However, there has been limited analysis at a whole-school level of trends in achievement over time for specific groups of pupils, especially higher attainers. This has reduced the school's ability to check whether these pupils are making as much progress as they might in relation to their starting points. Middle leaders are closely involved in monitoring standards in their subjects and supporting colleagues, although they have yet to evaluate teaching and learning. The school promotes equality well and makes a good contribution to community cohesion. It enjoys excellent partnerships with parents, many village organisations and other nearby schools. It has a clear understanding of the locality it serves. These links enable pupils to engage regularly with adults and children from a range of backgrounds. Nevertheless, the school recognises that there is further scope for improving pupils' awareness of the cultural diversity of modern Britain. Governance is good. Governors attend to their responsibilities diligently and are closely involved both in setting the school's strategic direction and in evaluating its current performance.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

<b>How well do learners achieve?</b>	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## 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 eliminated	2
How well does the school contribute to community cohesion?	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**

February 2009

Dear Pupils

Inspection of Bishopsteignton School, Teignmouth TQ14 9RJ

Thank you for being so friendly and welcoming when I visited your school. I enjoyed my time with you, finding out about all the interesting things that are happening in your school. I would like to tell you what I found.

Bishopsteignton is a good and improving school. It has a number of strengths:

- You get an outstanding start to your education in the Reception class.
- You behave very well, both around school and in class.
- You have a very good knowledge of how to keep healthy and safe and you act on this awareness.
- The teaching in your school is good and you are good learners, with a positive attitude to your studies.
- Most of you are making good progress in your learning.
- You enjoy the many clubs, trips and visitors to the school. The curriculum on offer in school is good. The projects you undertake are exciting and your teachers help you to achieve well in a wide range of subjects, including art and music.
- You are well cared for and all receive close support in a caring environment.
- Your new headteacher leads the school very well and receives good support from other leaders and the governors.

In order to improve still further, I have asked the school to:

- Check how well those of you capable of reaching the higher levels are doing and how best to challenge you to progress even faster.
- Continue its current work to help you all become good writers, especially those boys who feel less confident.
- Help you learn more about the range of cultures and faiths in modern Britain and about the lives of children in other parts of the country.

I wish you every success in your studies and happiness for the future.

Yours faithfully

David Townsend

Her Majesty's Inspector