

# Bishopspark First School

## Inspection report

---

Unique Reference Number 132388  
Local authority Service Children's  
Education  
Inspection number 331013  
Inspection dates 30 June 2009  
Reporting inspector James Kilner HMI

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

Type of school	First
School category	MoD
Age range of pupils	3–9
Gender of pupils	Mixed
Number on roll	
School (total)	351
Appropriate authority	Service Children's Education
Chair of School Governance Committee	Lt Col Paul Buttery
Headteacher	Mr Paul Cunningham
Date of previous school inspection	November 2005
School address	Bishopspark School Paderborn BFPO 22
Telephone number	0049 52515439548
Fax number	0049 5251101301

---

Age group	3–9
Inspection date(s)	30 June 2009
Inspection number	331013

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement and standards; their personal development and well-being; the quality of care, guidance and support; the effectiveness of the Early Years Foundation Stage and the effectiveness of the leadership and management. Evidence was gathered from observing lessons, scrutinising school documentation, questionnaires completed by parents, and through discussions with pupils, the vice-chair of the school governance committee, staff and the headteacher.

Other aspects of the school's work were not investigated in detail, but the inspector found evidence to suggest that the school's own assessments, as given in its self-evaluation, were justified. Such assessments have been included, where appropriate, in this report.

## Description of the school

Bishopspark First School serves the children of families stationed in Paderborn, Germany. Pupils come mainly from service families, generally posted for approximately two years. Just over 10% of pupils are identified with learning difficulties and or disabilities. A further 35% of pupils are identified as more able. The majority of pupils are of White British heritage although increasingly there are numbers of children whose parents are from the Fijian and Nepalese communities. Very few children arrive at the school with English as an additional language. Pupil mobility is high. The school has long established links to a local German Primary school as well as within the Paderborn community. The school has achieved many awards for example Basic Skills Quality Mark, Eco Schools Award (Silver) and Arts Mark (Gold).

## Key for inspection grades

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

## Overall effectiveness of the school

Grade: 1

Bishopspark First is an outstanding school. The expert guidance of the headteacher, ably supported by the deputy head teacher, ensures strong leadership at all levels. The capacity to improve is outstanding. The standards reached by pupils are good because they make outstanding progress and achieve highly. Subject and phase leaders all have a keen eye to reaching and maintaining the very high standards throughout the school. In response to the questionnaire many parents praise the care and guidance given to their children and fully support the school. Pupil mobility is high but arrangements for pupils to join the school are exemplary. Swift and accurate assessments of pupils' abilities and aptitudes from the outset ensure a tailor made programme of support until any identified gaps in their learning are addressed. In this way the school welcomes and includes all pupils whose families transfer to the area.

From average starting points in the Early Years Foundation Stage pupils enter Year 1 having reached the expected early learning goals. Through effective teaching and high expectations pupils achieve well in both Key Stage 1 and Key Stage 2 so that standards are consistently above the national and SCE averages. High standards are most marked in Y2 and Y4 but are none the less never less than good throughout school. Pupils with learning difficulties and/or disabilities achieve as well as their classmates, as do pupils with English as an additional language. This is due to the school's highly successful inclusion and intervention policies.

Pupils' personal development and well being is outstanding. Behaviour is exemplary in lessons and when moving around school. Members of the school council are acutely aware of their role in reinforcing the 'respect for all by all' policy of the school. The school sets as a high priority pupil's social and emotional well-being. The SEAL programme assists pupils in articulating their feelings when facing the issues associated with parents being away from home. Equally it is a lynch-pin in ensuring that the quality of relationships between all in school is outstanding. Pupils are adamant that any form of bullying or racism will never be tolerated. Consequently, break and unsupervised times are enjoyable occasions. Pupils get on with each other and support one another very well indeed.

Pupils' spiritual, moral, social and cultural development is outstanding. The cultures and beliefs of all in the school community are celebrated and understood by all. They speak knowledgeably and with respect about the beliefs of their peers. Pupils thoroughly enjoy their time in school. A 'wake up shake up' session sets an energetic tone for the day ahead. A *trim-weg designed* by the older pupils to encourage more active break times has proved a popular activity enjoyed by all. Pupils eat healthily and take advantage of the opportunities to participate in a range of sporting and environmental activities after school.

The school is acutely aware of the needs of the community, having strong and well established links with a local German School. Their understanding of global issues is enhanced through their work in geography on sustainable communities and their pursuit of enhancing their eco-school status. The pupils are given outstanding opportunities to develop skills which will contribute to their future economic well-

being. For example a recent 'credit crunch' project involved planning healthy meals on a budget in conjunction with the NAAFI.

The quality of teaching and learning is never less than good and some is outstanding. Effective and practical guidance from the deputy headteacher provides, high quality coaching and support for all teachers. In this way, all school improvement priorities and national initiatives are demonstrated effectively and subsequently monitored for the consistency with which they are implemented. Teachers have high expectations of all their pupils regardless of ability. Lesson planning for mixed-year group classes is well-structured so that learning experiences challenge and meet the needs of all pupils. Good relationships and a consistent use of the behaviour policy ensure that lessons proceed at a good pace. Skilled, knowledgeable classroom assistants support the learning of pupils in their care, making accurate assessments as to their rates of progress. Information communication technology (ICT) adds much to pupils' learning experiences. Pupils display high levels of independence when accessing ICT equipment in the designated bays or using the plasma screens.

The curriculum is outstanding and engages pupils with exciting opportunities to learn using high quality resources and equipment. Recently developed cross-curricular links give meaningful opportunities for pupils to develop their literacy, numeracy and scientific skills across a range of subjects. The school has effective plans in place to develop their creative curriculum further.

The level of care, guidance and support pupils receive is outstanding. The school's commitment to inclusion for all, means that pupils make outstanding progress and achieve their potential. Academic guidance ensures that pupils are always clear as to how to improve their work.

Under the expert guidance of the headteacher, staff willingly accept responsibility in leading and managing subjects, year groups and other areas. All accomplish this task in exemplary fashion. Subject leaders have a thorough understanding of the standards of teaching, learning and achievement in their areas. Regular and rigorous analysis of pupil tracking data, classroom observations and work scrutiny ensure all are fully aware of strengths and areas for development in their subjects. Where monitoring identifies a weakness, action to remedy the problem is swiftly implemented. All statutory requirements to meet the needs and safeguarding of pupils are fully in place.

A thorough self-evaluation process produces accurate priorities for school development planning. For example the school have already planned to develop community cohesion by developing their links to schools and higher education institutions in more diverse communities the United Kingdom.

The school governance committee provide a good level of support. However, they recognise the need to develop some of the working practices of their sub committees in ensuring more rigorous challenge to the work of the school.

## Effectiveness of the Early Years Foundation Stage

## Grade 2

Children start in the EYFS with a level of skills about typical for their age although they are less confident in their communication and mathematical thinking. Early assessments lead to appropriate intervention for children requiring additional support. As a result of the good provision children achieve well with the majority attaining the expected early learning goals by the time they join Key Stage 1.

Through good quality support and strong links with parents and carers, the children settle quickly to life in school. They soon become articulate, enthusiastic and confident learners. The quality of teaching is good, and a strong team of teaching assistants ensure accurate assessments are made and children swiftly consolidate and develop their skills. In the main, there is an appropriate balance of adult-led and child-led learning activities which enable children to explore and make sense of their world. However, for older children, there is a tendency to over use work sheets and direct children's learning so that, on some occasions, independence is limited. There are high levels of cooperation amongst the children, taking turns and understanding that they will all have a chance to enjoy the activities available.

Many of the older children in the Foundation Stage 2 setting are confident writers, able to write and read back one or two simple sentences with meaning. Because of the school's commitment to inclusion children develop a good understanding of the beliefs and culture of their peers. For example, children led by one of their peers from a Fijian family, dressed as Fijian dancers and were able to say what the various movements of their dance meant and explain the symbolism of their costumes.

In the Foundation Stage 1 setting creative use has been made of some limited facilities to enable adventurous and exciting outdoor provision. For example children enjoyed designing pirate flags and exploring for hidden treasure using a metal detector. However, in the Foundation Stage 2 setting opportunities for outdoor learning are severely limited by the lack of any designated area which is easily accessible to the children. Outdoor learning can be accessed at certain times of the day but this limits children's opportunities for spontaneity. The school has plans to develop this area of outdoor learning and secure all Early Years Foundation Stage provision on the school site.

The school manages the distance between the two Early Years Foundation Stage settings well although there is scope for greater communication between the two when planning and assessing children's work. Leadership and management of the Early Years Foundation Stage is good.

## What the school should do to improve further

Improve the consistency of practice across both Early Years Foundation Stage settings in respect of outdoor provision and independent learning.

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
--	----------------

### 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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of the children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

### Personal development and well-being

How good are 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

<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.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.



## The quality of provision

How effective are teaching and learning in meeting the full range of 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

## 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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
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?	1
Does this school require special measures?	No
Does this school require a notice to improve?	No



July 2009

Dear Children

### Inspection of Bishopspark First School, Paderborn Germany

Thank you so much for the very kind welcome you gave me when I inspected your school recently. My reason for visiting was to check how well the school is doing. I can tell you that I found yours to be an excellent school which you are all very rightly proud to attend.

Here's what I found.

- You achieve exceptionally well and reach above average standards.
- Everyone gets along well and you welcome everyone who arrives in your school.
- The overwhelming majority of your parents agree that Bishopspark is doing a great job in educating and caring for you.
- Your behaviour is excellent both in lessons and around school.
- Teaching is never less than good and some is outstanding.
- You have outstanding leaders in your school who are planning exciting ways for you to learn.

I have asked Mr Cunningham and his team to look at the provision for outdoor learning and independence for the very youngest children in your school.

You have so much to be proud of in your school. I know you will all work hard to make it even better.

Yours sincerely

James Kilner  
Her Majesty's Inspector