

# Bishop Wilson Church of England Primary School

## Inspection report

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Unique Reference Number	104105
Local Authority	Solihull
Inspection number	336236
Inspection dates	30 September–1 October 2009
Reporting inspector	Michael Miller

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

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Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	381
Appropriate authority	The governing body
Acting Chair	Angela Cameron
Headteacher	Jonathan Kirk
Date of previous school inspection	24–25 January 2007
School address	Pike Drive Chelmsley Wood Birmingham B37 7US
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## Introduction

This inspection was carried out by 3 additional inspectors. The inspectors visited 20 lessons and undertook other general observations of classes, display and pupils' work. They held meetings with governors, staff, groups of pupils and the school council, and met with parents at the start of the school day. They observed the school's work and looked at policies and documentation relating to self-evaluation and development planning, monitoring and safeguarding, governors' minutes and reports, and information for parents. Inspectors received and analysed 42 questionnaires from parents/carers, 27 from staff and a sample of 34 pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the ways in which the school promotes the achievement of those groups of pupils who have difficulty with their learning, or are potentially higher attainers
- the extent to which the school's provision is raising standards for all pupils in mathematics
- the ways in which the school's approach to assessing pupils' progress and the use of assessment in the classroom are supporting pupils' achievement
- the extent to which teaching and learning in science are an emerging strength of the school.

## Information about the school

This very large school serves a disadvantaged area in North Solihull. The proportion of pupils eligible for free school meals is above average. The percentage of girls on roll is below average. The percentages of pupils from minority ethnic groups and those who speak English as an additional language are below average. The proportion of pupils with special educational needs and/or disabilities is above average, and the proportion with a statement of special educational needs is well above average. The school is part of the local Primary Learning Network, has international links through global and citizenship projects and holds an Arts Mark Silver award. Non-maintained private childcare for children aged 3 to 8 is provided on the premises by Night Owls Childcare. This was inspected by Ofsted at the same time as the school inspection and is reported separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

## Main findings

This is a good school. It has a number of important strengths, but the keys to its success are the good quality of its teamwork and a focus on effective learning. Close by the staffroom is a display resulting from Year 1 work based on the classic tale of *The Enormous Turnip*. The teamwork shown by the characters in this story illustrates well how staff and pupils work together to overcome difficulties. Around the school's corridors, displays by pupils show how they support and respect each other, have fun in learning, and appreciate each other as 'learning heroes'. The school's spirit for learning is to be seen in the prominence around its classrooms of the letters BLP (Building Learning Power).

Children enter the Nursery with standards well below those expected nationally for their age group. The personal, social and emotional development of the very large majority is underdeveloped. Children's communication, language and literacy skills are similarly weak. However, good provision in the Early Years Foundation Stage enables children to make good progress. By the time they reach the end of the Reception Year, the majority have gained sufficient skills to give them the confidence to tackle National Curriculum work in Year 1. Thereafter, pupils continue to make good progress to attain overall average standards by the end of Year 6.

Whilst the headteacher has only held the post from September 2009, his previous experience as the school's deputy is ensuring good continuity. Leadership and management are good. Over the past three years, pupils' progress has been good in English and science, and satisfactory overall in mathematics. The school is building well on its achievements as part of the 'Making Good Progress' pilot project<sup>1</sup>. Raising standards in mathematics and writing are continued priorities. Coupled effectively with good self-evaluation, the school's track record in enabling pupils to achieve well supports its good capacity for further improvement.

As part of national strategies for assessing pupils' progress (APP<sup>2</sup>), the school has recently introduced a new creative curriculum. This concentrates well on developing important skills and links between subjects. Pupils are already enjoying the new

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<sup>1</sup> The pilot 'Making Good Progress' project, announced by the Secretary of State for Education and Skills in March 2007, is designed to improve the rate of progress which children make year by year, as well as between key stages.

<sup>2</sup> APP is a process of structured periodic assessment for mathematics, reading and writing. It supports teachers by promoting a broad curriculum and by developing teachers' skills in assessing standards of attainment and the progress children have made.

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work, and teachers are planning well for the topics covered. Whilst opportunities to challenge gifted and/or talented pupils are satisfactory, work is in hand to increase such instances. Checks are in place to ensure literacy and numeracy skills are being given due priority, but daily and weekly planning is not yet reflecting this level of monitoring for subjects other than English, mathematics, science and information and communication technology (ICT). APP methods are being implemented well, although the use of these strategies by some middle leaders is still developing. Consequently, the use of assessment in the classroom is inconsistent. The school has recognised the improvements listed below in its own self-evaluation.

### What does the school need to do to improve further?

- Raise further pupils' attainment and achievement by the end of Years 2 and 6 by:
  - completing the phased introduction of the school's new creative curriculum, in order to make the pupils' learning of basic/key skills increasingly relevant
  - incorporating more checks and monitoring of teachers' daily and weekly planning to ensure not only that subject specific skills are tracked, but also that pupils' good rates of progress are secured
  - ensuring that planning and target setting provide increasing challenges for higher attaining and gifted and/or talented pupils.
  
- Develop the school's good strategies for assessing pupils' progress in order to:
  - raise further pupils' standards in mathematics and writing
  - provide additional information for middle leaders to support the raising of attainment and achievement in their areas of responsibility
  - aid teachers in the application and further development of the use of assessment in the classroom on a day-to-day basis.

### Outcomes for individuals and groups of pupils

2

At this early stage of the school year, attainment is broadly meeting expectations in Years 2 and 6. In the summer term of 2009, the school exceeded its targets for the percentage of Year 6 pupils gaining the nationally expected level in English and mathematics. The proportion of pupils who attained higher levels was similar to the national average. Attainment in mathematics represented the school's best ever results. In the new Single Level Tests<sup>3</sup>, pass rates improved from 66% in December 2007 to 98% in June 2009. Such improvements are being brought about by individual support and tuition for pupils. Learning and progress are good throughout the school. Attainment in science is above average. This results from good planning and teaching in the subject. Pupils' enjoy their science investigation work, and this

<sup>3</sup> Single level tests are part of the Department for Children, Schools and Families' Making Good Progress pilot. They are available in English reading, English writing and mathematics. Instead of waiting until the end of the key stage to assess pupils' progress, single level tests give teachers the flexibility to enter pupils for a test when they are considered to be working at a particular level.

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helps to develop well their curiosity. Pupils with special educational needs and/or disabilities make good progress to gain standards above those achieved by similar groups nationally. This is because of good support from teachers and teaching assistants alike. In practically every corner of the school, support staff are to be seen working regularly and productively with individuals and small groups of pupils.

Behaviour and attitudes to learning are good. Some pupils find it difficult to manage their behaviour, but they are supported sensitively by staff. As one pupil commented, 'I like this school because they help me with my behaviour and I have made lots of progress from naughty to good.' Pupils have developed good systems for working in teams and negotiating roles and responsibilities. The recent establishment of a school bank, with teams of pupil staff, is set to contribute well to the pupils' future economic well-being. Pupils understand well specific health risks, particularly those associated with smoking and alcohol, but have yet to develop a wider knowledge of healthy living. Lunchbox choices are not as healthy as the menu offered at school. Attendance is average although holidays taken in the autumn term affect adversely the overall figures. Extra-curricular activities are well-attended; pupils participate willingly in varied opportunities and there is a high level of activity during playtimes. Pupils feel safe and well-respected. Their awareness of safety, for example, when walking to the local church, is excellent. They value the school council because they know their opinions are listened to and pupils have been effective in making change. Pupils are sociable, open and engaging with adults, and have secure friendships.

*These are the grades for pupils' outcomes*

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment <sup>4</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance <sup>1</sup>	3
The extent of pupils' spiritual, moral, social and cultural development	2

## How effective is the provision?

<sup>4</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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A particularly good feature of teaching lies in the way staff inspire pupils to persist in their learning. Typically, there is a good pace to lessons and resources are used well to stimulate pupils' interest. The new curricular developments are having a positive impact on the pupils' personal and academic development, although the monitoring and checking of what is taught, to ensure subject-specific skills are fully covered, is underdeveloped. Lessons are prepared conscientiously, but not all include obvious planning for the different ability groups in a class. Nevertheless, the marking of individual work is beneficial and provides good guidance for pupils. Assessment and tracking systems are good overall. Teachers are good at asking challenging questions of the pupils to assess their learning. However, some teachers miss opportunities to do so because they talk a little too much. Nevertheless, an enthusiastic team of middle managers is engaged in a systematic process of reviewing assessment procedures to refine their application. Learning is supported well through a wide range of visits and visitors. Consequently, there are good links with other schools and organisations which enhance pupils' experiences. Extra-curricular provision is strong. There is very good use of the local area and environment. Extended services and childcare outreach work are especial strengths, and are having a positive impact on attendance, behaviour and pupils' attitudes to school. There is very good support for pupils who may be vulnerable or require additional support with their learning.

*These are the grades for the quality of provision*

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

## How effective are leadership and management?

There is strength in depth in the leadership and management of the school. A valuable balance of experienced leaders provides good continuity, and younger leaders add extra enthusiasm. Together, they ensure good drive for improvement. Each subject leader produces a self-evaluation and action plan, and these feed effectively into whole-school strategic planning. The effective use of resources and good outcomes mean that the school gives good value for money. Teaching and learning are monitored well. However, whilst observations of lessons are helpful to staff, some evaluations tend to focus more on teaching than pupils' learning.

Working relationships with the governing body are good, and individual governor links productive. Therefore, governors have a good understanding of the school's strengths and weaknesses. The governing body carries out well its statutory responsibilities. Procedures and systems for safeguarding and protecting pupils are conscientious. The new headteacher and acting chair of governors have registered

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properly to attend a required course for upgrading their child protection qualifications. Governors are taking the opportunity of these senior leadership changes to review the child protection policy.

The school is at the heart of its community. The work of the inclusion manager and the child and family support worker has proved particularly constructive in building links with families, and ensuring equality of opportunity for all pupils. Community cohesion action planning focuses well on enabling pupils to gain a greater understanding of the multicultural facets of Birmingham life. Strong extended and care services operate on a full-time basis from the school. This has a very positive impact on pupils' personal and social development as well as involving families in their children's learning at home and in school. Parents and carers receive a good range of information to ensure they are well informed about their children's progress. Workshops are provided to enable parents and carers to support better their children's learning. Links with the local church are excellent. The weekly whole-school assembly, at the parish church, provides a strong spiritual as well as a social dimension to school life. A parent/carer summed up the views of most by saying, 'This is a school which always puts the needs of its pupils first'.

*These are the grades for leadership and management*

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

## Early Years Foundation Stage

Good teamwork, organisation and collective leadership are evident in the work of the Early Years Foundation Stage. Community cohesion is fostered well through home visits undertaken by staff, in order to support the children when they first start school. This enables them to plan effectively to meet the needs of individuals. Consequently, children are provided with a good balance of adult led and free-play activities. Nursery and Reception class staff work closely together to ensure children



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are enabled to make good progress. Assessment systems are good; observations of children are undertaken regularly and assessment records are used effectively to guide children as to their next steps in learning. Parents and carers are very positive about the start their children receive to their education. This is because staff are successful in engaging children so they are encouraged to talk, share ideas and offer suggestions. This is an important priority as children’s social and language skills are often underdeveloped when they first join the Nursery. A work in progress is the development and establishment of the use of ‘link books and folders’ to enable the increased involvement of parents and carers. There is now a good focus on enabling families to support their children with reading work. Resources are good. The secure Nursery courtyard is used imaginatively for a whole range of activities related to the main areas of learning. However, there is more limited access to climbing equipment. Staff are also looking to provide additional resources to help prepare children for life in a multi-ethnic society.

*These are the grades for the Early Years Foundation Stage*

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### Views of parents and carers

The very large majority of parents and carers were entirely positive about the school, and appreciative of its provision for their children. The overwhelming majority of returns reflect their children’s enjoyment whilst at school. There are high levels of satisfaction concerning the children’s progress and achievement. Where some individual concerns were raised by a very few parents and carers, these were discussed with the school. Those with children who find difficulty in learning emphasise the good level of support they receive. As one parent wrote: ‘My children deserve the best education, and I’m sure they receive this at Bishop Wilson.’

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop Wilson Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 381 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	67	13	31	1	2	0	0
The school keeps my child safe	31	74	10	24	0	0	0	0
The school informs me about my child’s progress	22	52	16	38	2	5	1	2
My child is making enough progress at this school	20	48	20	48	0	0	2	5
The teaching is good at this school	18	43	22	52	2	5	0	0
The school helps me to support my child’s learning	21	50	18	43	3	7	0	0
The school helps my child to have a healthy lifestyle	22	52	19	45	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	52	17	40	1	2	1	2
The school meets my child’s particular needs	26	62	14	33	0	0	2	5
The school deals effectively with unacceptable behaviour	14	33	24	57	1	2	1	2
The school takes account of my suggestions and concerns	20	48	16	38	4	10	0	0
The school is led and managed effectively	15	36	20	48	2	5	0	0
Overall, I am happy with my child’s experience at this school	26	62	14	33	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



2 October 2009

Dear Pupils

Inspection of Bishop Wilson Church of England Primary School, Chelmsley Wood, B37 7US

We would like to thank you all for welcoming us so warmly into your school. You played an important part in helping us to understand why yours is a good school. You all play your part in helping to create a strong, community atmosphere in the school. We were very impressed by the way you take responsibility and take care of each other. This was excellent when those of you in Year 6 helped to make sure the new Reception children were safe when going to assembly in the parish church.

These are the things we found are best about your school:

- you get a good start to your education in the Nursery and Reception classes
- you behave well, and show good attitudes towards school and learning
- you enjoy your work, and therefore make good progress and achieve well
- your school is led and managed well, and this is helping to raise standards
- adults at the school look after you well and make sure you remain safe
- your teachers work together well as a team, and set you a good example.

These are the things we have asked your school to do now:

- complete the introduction of your exciting new creative curriculum, and make sure teachers check and monitor this work so that lessons challenge you all equally well, including those of you who may have particular gifts and talents
- develop further the variety of ways in which your teachers assess your work, and set you targets to help you to reach higher standards, particularly in mathematics and writing.

You too can help by continuing to set each other a good example, build your learning power, and set yourselves the target of becoming true 'learning heroes'.

With all best wishes for your future,

Michael Miller  
Lead inspector

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