

The Bishops CofE Primary School

Inspection report

Unique Reference Number	112015
Local Authority	Cornwall
Inspection number	337815
Inspection dates	9–10 June 2010
Reporting inspector	Paul Sadler

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

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	257
Appropriate authority	The governing body
Chair	David Nickels
Headteacher	Joanne Osbourne
Date of previous school inspection	11 July 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by 10 teachers. Meetings were held with staff, governors and groups of pupils. They observed the school's work, and looked at documentation including that relating to pupils' progress, safeguarding and strategic planning. The responses to questionnaires completed by staff, pupils and 85 parents and carers were analysed.

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

- attainment and progress in Years 1 and 2, especially in writing and mathematics and among boys
- the impact of teaching and the curriculum on pupils' progress, especially in Years 1 and 2
- current levels of attendance and the impact of the school's work to improve it
- pupils' spiritual, moral, social and cultural development, including their understanding of the range of faiths and cultures present in British society.

Information about the school

The school is a little smaller than average and serves families in a coastal town and surrounding rural area who choose a Christian based education for their children. The proportion of pupils with special educational needs and/or disabilities, mainly moderate learning or behavioural difficulties, is average. Almost all pupils are of White British ethnicity and very few are at the early stages of learning English. The governors provide childcare before school free of charge.

The school holds a number of awards including that of being a dyslexia friendly school.

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 improved considerably since its last inspection. All parents and carers who responded to the inspection questionnaire agreed that their children were happy and safe at school, and the pupils confirmed this. 'The school treats each of my children as individuals who really count', summed up the typical comments from parent and carers. These positive views of the school were confirmed by inspectors' findings.

Due to consistently good and sometimes outstanding teaching, children and pupils make good progress from when they start in the Nursery to when they leave at the end of Year 6. As a result, they attain above average standards in English, mathematics and science, and in other aspects of their work. Assessment is generally used well to plan work that meets the needs of individuals and groups, although there are occasional exceptions when work is not as well matched. However, all groups of pupils achieve equally well. Teaching assistants provide good support for the individuals and groups they are working with, including those with special educational needs and/or disabilities. Sometimes the school is a little slow to identify the progress being made and to provide further challenge and allow pupils more independence in their learning. The school has worked hard to improve pupils' attendance which is now average. It is affected by a small number of persistent absentees and the taking of family holidays during term-time. The school is rightly considering broadening the range of strategies used to promote high attendance.

Leaders and managers have used self-evaluation successfully to address weaknesses, such as by improving the quality of teaching in Years 1 and 2 in order to raise attainment, especially writing and mathematics. However, in some respects, self-evaluation lacks the detail required to promote outstanding provision and hence outstanding achievement by pupils, for example in the depth with which data on attainment and progress are analysed. Nevertheless, under the able leadership of the headteacher and effective governing body, the effectiveness of the school has improved from satisfactory to good since the last inspection, reflecting the school's good capacity for further improvement.

What does the school need to do to improve further?

- Improve pupils' attendance so that by July 2011 externally set targets are met by:
 - broadening the range of strategies used to promote good attendance
 - making full use of the services of outside agencies to work with the families of

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those pupils with poor or falling attendance.

- In order to promote outstanding achievement by pupils, enhance the rigour of monitoring and evaluation by:
 - increasing the depth of analysis of data relating to the performance of groups and individuals, in order to identify barriers to higher achievement
 - acting swiftly on evidence of pupils' growing maturity and confidence, for example by increasing opportunities for independent learning.

Outcomes for individuals and groups of pupils**2**

Children start school with average skills and abilities and make good progress in the Early Years Foundation Stage. At the end of Reception, they are working at levels beyond those expected at this age, especially in their communication and social skills. They continue to make good progress in Years 1 to 6 and weaknesses identified in the recent past have been successfully rectified, for example in writing. Pupils in Year 2 now write with skill and confidence, for example when writing instructions for younger children to play safely at the beach, using 'bossy words'. By Year 6, they can write at length with sensitivity and expression, for example when describing emotions. Pupils behave very well, especially in lessons, and collaborate well when working in teams, for example when Year 5 solved mathematical problems such as spending a fixed budget on playground equipment. They are able to handle data and solve mathematical problems, and use information and communication technology effectively, such as when Year 4 pupils calculated angles between compass points.

Pupils are polite, sensible, and have a good understanding of how to lead safe and healthy lives in their coastal environment. Training by a police officer has given them opportunities to cycle to school and elsewhere. They use the extensive grounds of the school well at playtimes, although play can sometimes be boisterous and lack organisation. They enjoy assemblies with music, singing, and leading their own prayers. Older pupils take responsibility for younger ones and enjoy opportunities such as being school council members or as head girl or boy. The school council drew up its own set of values for what the school represents. Together with a good understanding of other faiths and cultures based on relatively limited direct experience, this is further evidence of their good spiritual, moral, social and cultural development. Pupils' good academic and personal skills contribute well to their good preparation for later life.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The high consistency of good teaching enables pupils to learn with confidence. Work is generally matched well to the needs of groups of pupils who have been identified by effective assessment, although teachers are sometimes slower to spot individuals that have quickly made progress and could tackle harder work. Teachers use an exciting range of strategies and make exceptionally good use of information and communication technology in their teaching. Targets and marking are used well in most classes to show pupils what to aim for and how to improve their work.

An interesting curriculum makes lessons exciting with plenty of opportunities for pupils to apply their newly-acquired skills in a range of situations. It is broad and varied and is especially rich in additional opportunities such as clubs, sport and visits. Their enthusiasm for sport was noted in a Year 1 lesson where pupils watched their classmates enthusiastically as they demonstrated basic gymnastics skills under the teacher's instruction. Residential experience in large cities gives Year 6 pupils a broader understanding of the range of faiths and cultures in British society. This, together with the Christian ethos of the school, contributes to their good spiritual, moral, social and cultural development.

Care, guidance and support are outstanding in some respects, such as in the support given to pupils with special educational needs and/or disabilities when moving onto the next stage in their education. Staff care for pupils well and are familiar with any particular needs and difficulties. There is good, effective support for those with personal and social needs, such as in managing their behaviour. The school works hard to reinforce the importance of good attendance but, when the attendance of an individual

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slips, limited use is made of strategies such as refusal to authorise holidays or the early intervention of external agencies. The care provided from 8.00 am to the start of school is of good quality and is welcomed by many parents and carers.

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?

The drive and ambition of senior leaders and governors have secured good improvement since the last inspection and they rightly now aspire for the school to become outstanding. The headteacher's leadership has been especially effective in improving the quality of teaching and learning and in eradicating any underachievement, for instance in writing and mathematics in Years 1 and 2 and by boys. These issues were identified by effective monitoring and evaluation, for example of the quality of teaching. Greater depth of analysis of data is needed to identify, for instance, sudden changes in the attendance patterns and their impact on the progress of individual pupils. Governors are effective in providing support, challenging the school to improve and in meeting their statutory responsibilities. Arrangements to keep children safe meet government requirements, with good systems to ensure all adults are checked and that other issues concerning safety are quickly identified. The school is an inclusive establishment which promotes equality of opportunity well, as demonstrated by the recent award of dyslexia friendly school status. Any potential discrimination is tackled effectively, for example by providing support for any pupil who seems to be socially isolated. The promotion of community cohesion is given an appropriately high priority, especially by senior staff. Innovative approaches are adopted to develop pupils' understanding of other faiths and cultures, such as through role play of the Sikh way of life. The school has very good relationships with parents and carers, which are demonstrated in their strong support for the school. There are good links with other partners, especially other local schools and agencies such as the police and coastguard services, which provide effective support for pupils' learning and personal development.

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

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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

Children make good progress from the day they start school. For example, their literacy develops to the point where almost all can confidently hold a good conversation and write a sentence by the time they enter Year 1. A good mix of adult-led activities and those chosen by the children enables them to learn quickly and develop their social skills, which are especially reflected in their very good behaviour. Routine assessment, such as through photographs of children exploring and discussing shapes, is used well by all staff to identify the next steps in learning. Stimulating indoor classroom environments are further enhanced by large, well-equipped and secure outdoor areas. The provision is led and managed well. Staff are experienced and well trained in approaches to early years learning and development. The nature of admissions to the Nursery means that late in the summer term there are 52 children and the sessions are divided into two which are relatively long. However, the staff maintain good provision for all children.

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

Parents and carers are highly supportive of the school. Those who responded to the

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questionnaire were unanimous in saying they were happy with the quality of education it provides. All agreed that their children enjoyed school and that they were safe there. A few expressed individual concerns, most notably about the progress their children were making. Inspectors found that parents and carers are right to be positive about this good and improving school. While they also found that pupils make good progress overall, they agree that in a few individual cases better progress could be more quickly promoted. Overall, the many positive comments from parents and carers sum up their high level of approval of the education it provides.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Bishops' 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 257 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	62	32	38	0	0	0	0
The school keeps my child safe	52	61	33	39	0	0	0	0
The school informs me about my child's progress	43	51	39	46	3	4	0	0
My child is making enough progress at this school	44	52	31	37	9	11	0	0
The teaching is good at this school	48	57	30	35	4	5	0	0
The school helps me to support my child's learning	40	47	36	42	8	9	0	0
The school helps my child to have a healthy lifestyle	48	57	36	42	1	1	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)	41	48	42	49	1	1	0	0
The school meets my child's particular needs	43	51	34	40	5	6	0	0
The school deals effectively with unacceptable behaviour	36	41	44	52	6	7	0	0
The school takes account of my suggestions and concerns	42	49	35	41	5	6	0	0
The school is led and managed effectively	52	61	31	37	2	2	0	0
Overall, I am happy with my child's experience at this school	60	71	25	29	0	0	0	0

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 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 June 2010

Dear Pupils

Inspection of The Bishops' Church of England Primary School, Newquay TR7 2SR

We very much enjoyed meeting you and talking to you when we visited your school recently. You are confident, can express yourselves well and are friendly young people. I agree with you and your parents that yours is a good school. These are some of the good things about it.

- You all really enjoy school and make good progress. In Year 6 you reach standards that are above average.
- Your behaviour is good and you look after each other.
- You are good at keeping yourselves safe and healthy. We were impressed that many of you have learned to cycle safely.
- Teaching is good and you have interesting things to do.
- You know a lot about how other people live and about their different cultures through your links with various churches and the Year 6 trip to Cardiff, which I know you particularly enjoy.
- Your headteacher, the staff and governors lead the school well. I have asked the school to do two things to make it even better.
- Some of you don't always come to school as often as you should and this needs to be improved. You can help by making sure you always come to school except when you are ill.
- The staff need to use their information on how well you are doing to provide additional challenge to you in your learning and provide more opportunities for you to work independently.

I wish you all the very best for the future; continue to work hard and enjoy school.

Yours sincerely

Paul Sadler

Lead inspector

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