

Bishopstone C of E Primary School

Inspection report

Unique Reference Number	126300
Local Authority	Swindon
Inspection number	340952
Inspection dates	18–19 November 2009
Reporting inspector	Joyce Cox

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	37
Appropriate authority	The governing body
Chair	Lucy Barratt
Headteacher	Susan Walton
Date of previous school inspection	4 September 2006
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Introduction

This inspection was carried out by an additional inspector, who visited six lessons and held meetings with the chair of governors, staff and groups of pupils. She also observed the school's work and looked at documentation relating to self-evaluation, the tracking of pupils' progress and the safeguarding of pupils. The inspector analysed the responses of 26 parental, 6 staff and 16 pupil questionnaires. She looked at pupils' work, the latest School Improvement Partner's monitoring report and the school improvement plan.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- how successfully staff use assessment data to plan the next steps in pupils' learning
- provision in the Reception, Year 1 and Year 2 class to ensure Reception children receive full access and entitlement to the Early Years Foundation Stage curriculum
- the extent to which the school takes actions to contribute to community cohesion within the school and beyond
- the impact of subject leaders' involvement in whole-school improvement.

Information about the school

Bishopstone C of E Primary School is much smaller than most schools for pupils aged 4'11. It is situated in a picturesque village eight miles to the east of Swindon. It serves the local rural community, although just under a third of pupils come from further afield owing to parental choice and the school's very good reputation. A very small number of pupils come from minority ethnic backgrounds and most pupils speak English as their first language. The number of pupils with special educational needs and/or disabilities is below the national average. The main areas of need are physical, emotional and learning difficulties.

There are just two classes in the school. Children in the Early Years Foundation Stage are taught in the mixed-age Reception and Key Stage 1 class (Class 1).

Over the last three years, there have been several staff changes owing to the retirement of four long-serving teachers.

The school has been awarded the Silver Artsmark and Healthy School Status and has also won a special merit award for science.

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

Bishopstone C of E Primary is a good school. It has made many significant improvements since its last inspection and has several outstanding features. Pupils say they love school and this is reflected in their excellent attendance. Pupils, staff, governors, parents and the village community are rightly proud of their school and they work together as a united team to improve what they do. There is a good capacity for future improvement because school self-evaluation is sharp, priorities are well focused and there are high expectations of pupils' academic and personal development.

Pupils make good progress and leave Year 6 with above-average standards in mathematics and science and exceptionally high standards in English. Pupils' behaviour is excellent and they make an outstanding contribution to school life. They are very kind, considerate and supportive of each other. They find lessons fun and interesting and most pupils persevere at all times. Effective teaching makes sure that work is challenging for all groups of pupils. The curriculum is exciting, relevant, varied and extremely interesting. Numerous sports activities help pupils develop a good understanding of how to live a healthy life. Art, music, drama, and information and communication technology (ICT) feature very strongly in the curriculum and are valued and appreciated by the pupils. Parents are particularly impressed by the excellent care, guidance and support for all pupils. Pupils are known and respected as individuals and work is skilfully tailored to meet their various capabilities.

The headteacher and staff work very hard to minimise the constraints of their small Victorian school building. Over the last few years, an ICT suite and additional working areas have been created to enhance pupils' learning. Children in the Early Years Foundation Stage now have a very small, uncovered outside play area. Internal space in the mixed-age Reception and Key Stage 1 class is very limited, which restricts the youngest children's opportunities to select their own activities or to engage in purposeful, structured play without disturbing Years 1 and 2 pupils.

The headteacher is an outstanding leader and, together with governors and staff, is very ambitious for the school and works tirelessly to ensure that every pupil has the same good opportunities to benefit from their education. Morale is high and staff feel valued. The school has successfully promoted cohesion within its own community and has excellent links with parents, other schools, the local church and the village.

What does the school need to do to improve further?

- Improve Reception children's progress in their personal, social and emotional development by:

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- developing a more challenging, stimulating and exciting curriculum so that children can select their own activities, investigate and explore, and enjoy purposeful structured play indoors and outdoors
- implementing the planned restructuring of the indoor and outdoor learning environments to provide additional space.

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

Pupils' attainment varies from year to year, being heavily influenced by fluctuations in ability within very small year groups. Over the last three years, attainment has been above average at the end of Year 6 in science and mathematics and exceptionally high in English.

Lessons are productive and purposeful so that pupils build knowledge and skills at a good rate. They are very eager to learn and to support each other in their learning. The individual needs of pupils are met successfully, which enables those of various ages and ability levels to make good progress. Many hands go up to answer teachers' questions and pupils waste no time in starting work. They learn effectively and say they love their lessons, particularly when they are actively involved. They respond very well to praise and listen carefully. Pupils with special educational needs receive good support from teachers and teaching assistants. Work is skilfully adapted to meet their specific needs so that they, too, make good progress. Parents and pupils comment on the great success of the 'catch up' reading programme, which has enabled pupils with difficulties to significantly improve their reading and comprehension skills. Pupils are great enthusiasts for their school and their sense of enjoyment and achievement is impressive. The strong Christian ethos and family atmosphere ensures pupils form positive and supportive relationships.

Pupils' attendance is excellent and they say they feel extremely safe in school at all times. They are exceptionally aware of what safety means in their own lives, especially with regards to using the internet and mobile phones sensibly. Key Stage 2 pupils have recently devised their own internet safety rules. They have a good knowledge of how to take care of their health through growing vegetables on their community allotment and by taking every advantage of the many opportunities for sport the school offers. Staff and pupils used the £1,000 prize money from a merit award for science to implement a project on food preservation linked to their community allotment. Pupils' outstanding behaviour creates an extremely positive and welcoming environment. They enjoy raising money for charities such as Children in Need and Multiple Sclerosis. They conscientiously undertake their roles as school councillors, lunchtime monitors, librarians and prefects. Pupils have an excellent appreciation of, and involvement in, their village community. For example, truffles, which were discovered by the gardening club members, were cooked and sold in the village inn and the profits were returned to the pupils! There are many fascinating school and community projects, such as joint morris dancing activities and researching the village archives. Pupils' good academic progress and strong development of personal qualities prepare them well for later life. They leave school

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with a firm belief in their own abilities and a strong desire to learn more.

These are the grades for pupils' outcomes

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Lesson observations show that the quality of teaching is normally effective in all parts of the school. This is reinforced by the quality of work presented in pupils' books. Pupils in Years 3 and 4, for example, were spurred on to excellent work during a writing session. Inspirational teaching, coupled with fascinating artefacts and skilful sharing of descriptive imagery, resulted in pupils producing high-quality evocative writing about South Africa based on 'The White Giraffe' by Lauren St John.

Lessons are conducted at a lively pace which keeps pupils engaged and interested. A good variety of practical activities also sustain concentration and motivation. Assessment procedures have been reviewed and developed by the teaching staff, so there is an increased awareness of assessment across the school. A new tracking system has been trialled since March 2009 and staff are becoming increasingly skilled at using this. Pupils' involvement in assessing their learning is an area for further improvement that the school has identified.

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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The school has developed an extensive, interesting and stimulating curriculum, often drawing on its very strong partnership with other local schools. For instance, it shares a vibrant, fluent teacher with another school who skilfully and enthusiastically delivers weekly Spanish lessons. ICT holds a central and highly important place in the curriculum and pupils are developing very good skills in the subject. A DVD of pupils' work reveals high-quality Power Point presentations in a wide range of subjects, stunning animation films and skilful use of technology to control robots.

Horizons are broadened and expectations raised by many trips, visitors and a residential visit for older pupils. An excellent range of clubs and a community allotment run by staff, parents and other members of the local community provide further enhancement. All pupils, whatever their background or specific needs, are welcomed into the school. The key to the good progress that the most vulnerable pupils make in the school is the excellent care they get, from both staff and pupils, who make them feel secure and happy. Individual needs, including social or health-related needs as well as learning difficulties, are quickly assessed. Highly effective support ensures pupils with additional needs have full access to all activities. One parent sums this up well by commenting: 'My child has improved immensely since joining this school. I cannot thank the staff and children enough for the care my child receives.'

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, governing body and staff are totally committed to ensuring that all pupils are challenged to achieve as highly as they can. There are effective management systems in place to encourage this. Pupils' progress and attainment is tracked carefully and the monitoring of pupils' learning by all staff is developing steadily. The school improvement plan correctly states that monitoring by subject leaders is an area for improvement. The leadership of ICT is of an exceptionally high quality, as the coordinator has extensive knowledge and expertise and leads the subject with infectious enthusiasm. Lesson monitoring by the headteacher and the School Improvement Partner is focused on school priorities and identifies areas to improve, which are followed up.

The school's partnership with parents is steadfast and they hold very positive views of the school's performance. For instance, one parent writes: 'This is a caring school which not only achieves good academic standards but enables children to develop into confident, caring and sociable young adults.' The school's partnerships with others is

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also excellent and ever widening, as in the case of the good promotion of pupils' understanding of the cultures, faiths and lifestyles of pupils in a Spanish school in Cordoba. Safeguarding of pupils is exceptionally well managed and organised by staff and governors, and all requirements were fully met at the time of the inspection. They succeed in ensuring that there is no discrimination on any grounds. Staff and governors, spearheaded by the excellent leadership of the headteacher, make a very strong team whose positive approach to challenges sets a very good model for the pupils.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
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 join the Reception Year with broadly average attainment, although the range is wide and some have lower social, emotional and behavioural development. They make satisfactory progress and standards are slightly above average in most areas of learning at the start of Year 1. Recent improvements to the small learning environment have enabled children to have access to an outdoor area. However, there are a few occasions when some of the learning activities, both indoors and outdoors, lack challenge and excitement. For example, activities are often set out for the children and this restricts their opportunities for selecting their own resources or initiating their own learning. Role-play areas provide good opportunities for children to develop their understanding of the wider world and to extend their social and language skills. There is a good emphasis on the development of basic skills, such as phonics, to help children's early reading and writing skills. Children normally behave well but, on a few occasions, they can become boisterous when their work and play activities lack structure and adults do not participate in their play. Staff are developing good procedures for observing children

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and assessing their progress, and are beginning to use this information in their planning to meet children's individual needs. Policies and procedures are adequate as staff become increasingly familiar with the requirements of the Early Years Foundation Stage. There are excellent relationships and partnerships with parents so children have a smooth start to school. Staff changes mean that there is currently no leader in the Early Years Foundation Stage. The headteacher has oversight of the provision and is very aware of its strengths and weaknesses. Staff, together with the headteacher, are working in close cooperation with the local authority to secure rapid improvement in provision, leadership and outcomes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most of the completed parental questionnaires were positive. Parents commented on the fantastic headteacher, the high-quality support for pupils with additional needs and the dedication and patience of all the staff. A very small number of parents raised concerns about the management of behaviour and communication. The inspector judges that behaviour is outstanding and, if there is any behaviour that does not meet the high expectations of staff and the other pupils, it is dealt with very successfully. The inspector also feels that parents raised communication issues because clubs were cancelled at short notice this week because of the school's impending inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishopstone C of E 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 inspector received 26 completed questionnaires by the end of the on-site inspection. In total, there are 39 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	81	5	19	0	0	0	0
The school keeps my child safe	14	54	12	46	0	0	0	0
The school informs me about my child's progress	10	38	14	54	2	8	0	0
My child is making enough progress at this school	11	42	14	54	1	4	0	0
The teaching is good at this school	11	42	15	58	0	0	0	0
The school helps me to support my child's learning	9	35	15	58	1	4	0	0
The school helps my child to have a healthy lifestyle	13	50	13	50	0	0	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)	12	46	11	42	0	0	0	0
The school meets my child's particular needs	12	46	10	38	1	4	0	0
The school deals effectively with unacceptable behaviour	8	31	9	35	3	12	0	0
The school takes account of my suggestions and concerns	11	42	15	58	0	0	0	0
The school is led and managed effectively	14	52	12	46	0	0	0	0
Overall, I am happy with my child's experience at this school	16	62	10	38	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 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

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 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"> ■ 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.



Dear Pupils

Inspection of Bishopstone C of E Primary School, Swindon, SN6 8PW

I really enjoyed visiting your school overlooking the village duck pond and I am writing to thank you for two very interesting and happy days. I particularly enjoyed looking at the amazing work Class 2 pupils have produced in ICT and hearing about all the exciting things you do, such as your 'coot watch'. Thank you to the guides who did a brilliant job of showing me around the school and to all those who talked to me and filled in the questionnaire. I agree completely with you and your parents that you go to a good school which has excellent features.

These are the things I found out.

- You make good progress and reach above average standards.
- Your behaviour is excellent and you work hard and play very happily together.
- You are taught well and your lessons are fun and interesting.
- Your headteacher is an excellent leader.
- You do really well in ICT and older pupils are very skilled at doing Power Point presentations and animations.
- You are extremely well cared for in school and you say you feel extremely safe.
- Your school works very effectively with your parents and other schools to make sure your education is successful.

I think there is one main area where the school can improve. It needs to:

- extend Class 1 accommodation so that the Reception children have more opportunities to explore and to learn through play.

You can play your part as well by continuing to work hard and by keeping up your excellent standard of behaviour.

I wish you every success in the future.

Yours sincerely

Joyce Cox

Lead inspector

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