

Bishop David Sheppard Church of England Primary School

Inspection report

Unique Reference Number	104942
Local Authority	Sefton
Inspection number	355664
Inspection dates	23–24 September 2010
Reporting inspector	Sue Sharkey

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	140
Appropriate authority	The governing body
Chair	Mrs Margaret Ellams
Headteacher	Mrs Karen Murphy
Date of previous school inspection	21 February 2007
School address	Devonshire Road Southport Merseyside PR9 7BZ
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons or parts of lessons involving seven teachers. Meetings were held with the headteacher, deputy headteacher, pupils, representatives of the governing body and staff. Inspectors observed pupils' work and looked at the school's systems for tracking pupils' progress, safeguarding documents and key policies, and assessments. Inspection questionnaires from 65 parents and carers, 23 school staff and 68 pupils were also taken into account.

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

- Whether teaching and assessment sufficiently challenge more-able pupils in Key Stages 1 and 2
- The effectiveness of the strategies used to raise attainment in Key Stage 1, particularly in writing and mathematics
- How much impact the school's focus on raising boys' attainment and ensuring their better progress is having in Key Stage 2
- Whether curriculum planning makes full use of all the school's tools and resources.

Information about the school

This is a smaller than average size primary school serving a wide urban community. The proportion of pupils known to be entitled to free school meals is higher than the national average. The proportion of pupils with special education needs and/or disabilities is above the national average. The large majority of children are from White British backgrounds but a small number speak English as an additional language. The school has an increasing number of pupils who join throughout the year. The school has the Investors in People award and Healthy School status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Bishop David Sheppard Church of England Primary School provides a satisfactory education for its pupils. Care, guidance and support are good, resulting in pupils being happy and feeling safe and well supported. These good provisions contribute well to pupils' good personal, social and emotional development. The school has been through a difficult time recently and has undergone leadership changes. However nearly all aspects of the school's work are now improving strongly because of the effective leadership of the new headteacher, in successful partnership with the new deputy headteacher, and the commitment and goodwill of staff and the governing body. Parents and carers are positive in their comments about the school's work, a typical comment being, 'The school is very much on the up and up. We are pleased our children attend a school where the care is impressive.' The school has achieved some significant success in raising attendance. However, it remains low and the school recognises the need to continue the drive for improvement in this aspect of its work. The school's evaluation of its own performance is accurate and key actions already taken to improve pupils' achievement and provision have had a positive impact. Overall, it has improved significantly over the last 18 months. Recent success in achieving improvements, together with the commitment of staff and the governing body, indicate that the school has good capacity to improve further.

Children enjoy learning from the time they start school in the Early Years Foundation Stage, where they are well nurtured and cared for in a safe environment and make good progress. Pupils' attainment is broadly average in English and mathematics, reflecting satisfactory achievement and progress across Key Stages 1 and 2. The school has a wide range of strategies in place to improve pupils' achievement. These are proving to be very successful in English and mathematics.

The curriculum is satisfactory. It engages pupils' interest but does not always fully match their needs in Key Stage 1, nor does it provide for pupils in Year 1 to access resources relating to the Early Years Foundation Stage curriculum when needed. Teaching and learning are of satisfactory quality overall. Good use is made of a range of resources, including information and communication technology (ICT) during lessons, but there is not always a wide range of technology made available to support pupils' independent learning. Teachers use a range of learning styles to meet the different needs of pupils, although sometimes tasks lack sufficient challenge to extend the most-able pupils. Teachers do not always use thought-provoking questions to challenge pupils' thinking. The school's links with parents and carers are good. Parents and carers appreciate the school's provision of the recently instigated and well-run breakfast and after-school clubs.

What does the school need to do to improve further?

- Improve the quality of teaching and learning, by:
 - ensuring that there is a consistent approach to challenging the most-able pupils
 - ensuring that pupils have access to a wide range of information and communication technology resources in order to maximise independent learning
 - ensuring that teachers use a wide range of questioning skills during lessons in order to challenge pupils' thinking.
- Raise pupils' attainment and improve provision in Key Stage 1, by:
 - ensuring that work consistently matches pupils' needs
 - enabling pupils to have access to resources from the Early Years Foundation Stage when they enter Year 1.
- Improve attendance by ensuring that the school's rigorous systems are consistently and effectively used to further reduce persistent absenteeism.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted Inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Children enter the Early Years Foundation Stage with skills that are below those expected for their age and go on to make good progress in the Nursery and Reception Years. Although there is good learning in a number of classes, pupils' overall progress through Key Stages 1 and 2 is satisfactory. By the time they leave school in Year 6, pupils' attainment is broadly in line with the national average. Pupils for whom English is an additional language and those with special educational needs and/or disabilities, make good progress because early assessment accurately identifies their needs and support for them is readily available. As a result of strong leadership, new initiatives and better assessment procedures are now used. Assessments at the end of 2010 summer term indicate that there has been an improvement in attainment in writing in Year 2 and in mathematics in Year 6. Pupils enjoy lessons; most behave well and are well motivated. For example, pupils were excited during an English lesson, in Year 2, when they were writing extended sentences to describe the thoughts of a character in a book. Pupils shared ideas and used good punctuation. In another class, years 4 and 5 pupils were eager to work when they were introduced to probability in mathematics. Overall, however, learning achievement and enjoyment are no better than satisfactory because the tasks set in some classes do not always challenge pupils sufficiently

Pupils say they feel safe and secure. They report that adults care for them and will always help them. Pupils are developing a good awareness of how to keep fit and to eat sensibly, saying that they enjoy the healthy school meals provided for them. Pupils participate keenly in the school council and are proud of the important role they played in selecting their new school uniform that they wear with great pride. Pupils take many

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

roles and responsibilities in school. Years 5 and 6 pupils value their role as play-leaders looking after younger pupils at break time, helping them to play together sensibly. Their involvement in the wider community encourages pupils to raise funds to support charities and to take part in local initiatives. Spiritual, moral, social and cultural development is good. Pupils develop the skills and personal qualities they need to equip them for the world of work and training. Although attendance is low, it is showing significant improvement. Overall, by the end of Year 6, pupils are soundly prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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 ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers know pupils well and the good support of teaching assistants means that adults often work effectively with pupils in very small groups. Where teaching is good, good pace motivates and engages pupils well, teachers' expectations are high and discussions are lively. However, work is not always challenging enough to extend learning for the more able pupils. Most lessons contain a range of activities to enthuse pupils, but this is not always the case in Key Stage 1, where pupils can become

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

disengaged. Teachers' questioning of pupils during lessons is often effective but questions are not always used to challenge pupils' thinking. Pupils' work is marked regularly and helps them know how to improve their work.

The curriculum satisfactorily meets the needs of most pupils. Visits and visitors complement classroom work and pupils are enthusiastic about their experiences, for example, when they visit the local Botanical Gardens or when years 5 and 6 take part in residential activities. Such activities help to raise pupils' awareness of different people's needs and life experiences, helping to ensure that they are soundly equipped for their future life. At present, the Key Stage 1 curriculum does not enable Year 1 pupils to easily access resources from the Early Years Foundation Stage when they make their transition. Information and communication technology skills are well taught, but pupils do not have enough access to a wide range of resources to support independent learning. A good range of after-school enrichment activities offers pupils the chance to add to their skills and interests.

The school has good links with outside agencies, which provide effective support for vulnerable pupils, tailored to their individual needs. As a few pupils are persistently absent, improving attendance is a school priority. The school works closely with parents and carers to improve attendance, and the comprehensive strategies introduced last year indicate that they are beginning to be successful.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has high expectations. She is embedding ambition and drive throughout all areas of the school. Together with the deputy headteacher, she has implemented effective procedures to raise pupils' attainment, to improve provision, to reduce persistent absenteeism and to ensure that the school's system for tracking pupils' progress is rigorous. As a result, attainment is rising, teaching and learning are now improving, pupils are beginning to make faster progress and attendance is better. Clear management responsibilities have been identified so that middle managers can carry out their strategic roles rigorously. Many members of the governing body are new in role, but already they know the school well. The governing body provides satisfactory support and challenge and is aware that pupils' attainment and achievement are a high priority. The school's drive for improvement is aided by its strong working partnership with the local authority. Policies and procedures for safeguarding are good and are

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

monitored robustly. The school promotes community cohesion satisfactorily and evaluates its impact on pupils' attitudes in order to inform plans for further improvement. The promotion of equal opportunities is satisfactory. The school recognises that there is more to be done to ensure more-able pupils achieve as well as they should. The school development plan is well informed, with sharp detail from monitoring and evaluation, and it contains very apt priorities. The school has good relationships with parents and carers. It provides satisfactory value for money.

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	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Even though it was early in the school year when the inspection took place and the children were in temporary surroundings, they were already settling well into routines and playing well together. Strong parental involvement and good quality care helps to ease children happily into school life. Many children join the school in their Nursery Year and continue in Reception. They enter with skills and understanding that are often below what is expected for their age, particularly in calculation and writing. Children learn how to share and socialise, and quickly establish a politeness and courtesy that leads to purposeful relationships with adults and other children. Children particularly enjoy the opportunity to use the outdoor area where they explore the properties of water and sand, whilst those indoors are making strawberry cakes and counting how many can fit into the oven. As a result, most children make good progress so that by the time they reach Year 1 most have reached the expected levels for their age, particularly in personal, social and emotional development.

Leadership and management of the Early Years Foundation Stage are good and ensure that adults plan well together as a team, allowing for a good balance between children's own independent learning and teacher-led activities.

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 overwhelming majority of parents and carers who returned the questionnaire are positive about the way the school cares for and educates their children. They feel that their children enjoy school, are kept safe and are pleased with their children's progress. Some took time to add comments to the questionnaire they returned, many to reinforce the strength of their positive views, which inspection findings support.

A small minority of parents and carers raised some concern about their children's progress and behaviour in school. The inspectors investigated these during the course of the inspection and found that behaviour was good and progress satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop David Sheppard 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 inspector received 65 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	54	26	40	3	5	0	0
The school keeps my child safe	33	51	29	45	1	2	0	0
The school informs me about my child's progress	33	51	27	42	4	6	0	0
My child is making enough progress at this school	27	42	33	51	4	6	0	0
The teaching is good at this school	33	51	29	45	1	2	0	0
The school helps me to support my child's learning	31	48	32	49	0	0	0	0
The school helps my child to have a healthy lifestyle	27	42	33	51	3	5	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)	29	45	33	51	0	0	0	0
The school meets my child's particular needs	32	49	28	43	2	3	1	2
The school deals effectively with unacceptable behaviour	28	43	29	45	4	6	1	2
The school takes account of my suggestions and concerns	30	46	27	42	4	6	0	0
The school is led and managed effectively	32	49	30	46	0	0	0	0
Overall, I am happy with my child's experience at this school	36	55	25	38	2	3	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



27 September 2010

Dear Pupils

Inspection of Bishop David Sheppard Church of England Primary School, Southport, PR9 7BZ

Thank you for making the inspection team so welcome when we visited your school recently. We enjoyed seeing you in your new uniform, you all looked very smart. We enjoyed talking with you and watching you learn in lessons. We were pleased how well you understand the importance of keeping healthy. We thought your behaviour was also good and congratulate you for raising money for charity and helping your community. Overall, we found that your school provides you with a satisfactory education and that it is improving quickly.

There are some things that we have asked the school to do to help to make it better. Firstly, for the school to include a wider range of ICT equipment so that you can explore and investigate on your own more easily. Secondly, for teachers to challenge you more in lessons so that some of you can achieve higher levels in English and mathematics. Thirdly, I have asked teachers to use many different questions during lessons, so that you have to think more before you answer.

I also enjoyed visiting the younger children in the Nursery and Reception classes and have suggested that it may help pupils in Year 1 if they were still able to use some of the equipment that Reception children use. I have asked your headteacher and teachers to check that the work they plan is always the best work for everyone.

During the inspection I did not get the chance to meet everyone because not all of you attend school as often as you should. It is very important to be in school as much as you can, so I have asked your headteacher to make sure that some of you attend more regularly. Continue enjoying school and remember to always be helpful.

Yours sincerely,

Sue Sharkey

Lead Inspector

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