

# Bishopton Primary School

## Inspection report

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<b>Unique Reference Number</b>	125607
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	359912
<b>Inspection dates</b>	28–29 March 2011
<b>Reporting inspector</b>	Mike Thompson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	154
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Penn
<b>Headteacher</b>	Lester Hunt
<b>Date of previous school inspection</b>	23 April 2008
<b>School address</b>	Drayton Avenue Stratford-upon-Avon CV37 9PB
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<b>Email address</b>	admin2603@we-learn.com

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## Introduction

This inspection was carried out by three additional inspectors, one of whom visited the school for half a day specifically to evaluate the effectiveness of safeguarding procedures. The inspectors observed seven teachers and visited 18 lessons including observations with a specific focus on pupils with special educational needs and/or disabilities. The inspectors held meetings with the headteacher, assistant headteacher and some of the teaching staff, representatives of the governing body, and pupils. They looked at a range of information, including data showing the progress made by pupils and samples of pupils' work. Inspectors analysed questionnaires returned by 44 parents or carers, 69 pupils and 13 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what extent is the school able to demonstrate that pupils make at least satisfactory progress? Is the weak performance in English in 2010 of boys in Key Stage 1 typical or specific to this cohort of pupils?
- How effective is the school in ensuring that the teachers provide consistently challenging work for their pupils and that pupils have a clear understanding of what they need to do to improve their work?
- How effective is the school in promoting good attendance?

## Information about the school

This is a smaller than average primary school which shares its site with a Sure Start Children's Centre and Gingham Pre-School. Both of these are independent of the school and were inspected separately. Incorporated within the school is a ten-place unit for pupils from the South Warwickshire area who have speech and language difficulties. These pupils are integrated into mainstream classes for most of the school day. As a result, the proportion of pupils with learning difficulties and/or disabilities in the school is much higher than normally found. Most of these pupils have general learning difficulties, including social, emotional and behavioural difficulties. A very large majority of the pupils are White British. Almost all of the remainder are either Gypsy/Roma or recently settled Polish families. A small number of these Polish children are in the early stages of learning English. The mobility of pupils is higher than average due to the transient nature of families who are temporarily housed within the area. The school's Bash Club provides before- and after-school childcare. Provision for the Early Years Foundation Stage comprises a Reception class. The continuity of teaching in some classes, and the management of the school, have been adversely affected by long-term staff absence.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory education for its pupils. Parents and carers are greatly appreciative of the welcoming, safe and supportive environment provided for their children. The school invests a great deal of time and resources in ensuring that pupils make good progress in developing their personal and social skills, thus providing a climate within which learning can take place. Behaviour is good, and in very closely supervised situations it is often impeccable. Pupils say they are well cared for and feel secure in the knowledge that adults will always help them if needed. Pupils have a good awareness of how to keep safe and healthy.

There are fluctuations in attainment from year to year caused by the movement of pupils in and out of the school and the changing distribution of pupils from the speech and language unit. In addition, the small size of year groups means that changes in the performance of each individual can have a disproportionate effect on attainment as a whole. In most years, when children join the Reception class their starting points are typically below those normally expected for four year-olds, including limited knowledge and understanding of the world around them. By the time pupils leave at the end of Year 6 their attainment is broadly average. This represents satisfactory progress. While pupils generally make satisfactory gains in learning in lessons, the progress made by pupils from the speech and language unit is good because of the quality of the individual attention they receive. Although pupils are technically competent readers, their lack of vocabulary adversely affects their comprehension. This in turn limits the progress they are able to make in other subjects, particularly in problem-solving in mathematics. In many instances, low-attaining pupils, including those with special educational needs and/or disabilities, rely too heavily on adults for help. This occurs because teachers do not do enough to develop these pupils' skills as independent learners.

There is some good teaching, and inspectors observed good features of teaching in all classes. However, the learning that results from teaching is, too often, only satisfactory. This occurs when teachers do not place enough emphasis on the skills that they intend their pupils to develop or when the tasks set lack sufficient challenge, particularly for the potentially high-attaining pupils. In addition, the quality of teachers' marking of pupils' work varies from class to class and lacks impact as a tool for improving pupils' work.

Attendance is low. As a result of the school's intense focus on improving the attendance of Gypsy/Roma pupils in 2009/10, the rate for these pupils almost doubled. There has been no further improvement so far this year, and the rate for these pupils remains well below the national threshold of 94%. This situation is exacerbated by the erratic attendance patterns of pupils in temporary accommodation. When both of these groups of pupils are excluded from the data, attendance is just above the national threshold.

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As a result of staff absence in previous terms, much of the direction provided for the school stems from the strategic view provided by the headteacher. The governing body is supportive and has a good understanding of the community served by the school. It provides satisfactory challenge through discussion in meetings, but relies too heavily on the headteacher for information. The school's procedures for evaluating its effectiveness are sound and provide the basis for a clear plan of action. These features and the actions taken to tackle weaknesses, despite some lack of continuity in staffing, demonstrate a satisfactory capacity for sustained improvement.

Up to 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.

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

- In order to accelerate pupils' progress, improve the quality of teaching so that it is consistently good or better by ensuring that:
  - teachers focus clearly on the skills to be developed in lessons and set tasks for pupils which always provide the correct level of challenge
  - teachers' marking of pupils' work provides clear guidance on what needs to be improved and ensures that errors are not repeated
  - all adults working with pupils place a greater emphasis on developing pupils' skills as independent learners
  - all adults focus on improving pupils' vocabulary and comprehension.
  - Build on the success achieved in improving attendance and ensure that the overall rate is above the national threshold by the end of the 2011/12 school year.
  - Develop the skills of the governing body in monitoring and evaluating so that it becomes more independent in holding the school to account for its actions.

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

**3**

It was clear from the lessons observed and the work in pupils' books that, with the exception of the good progress made by pupils in the speech and language unit, all other groups of pupils learn satisfactorily. In all instances observed, barriers to learning were successfully countered through individual support. Skilled teaching assistants play a key role and ensure the inclusion of pupils in lessons. For example, in a Year 1 English lesson pupils were challenged to put into the correct sequence the actions needed to produce a model made from salt-dough. The Polish pupils were helped by a Polish speaker in writing simple text, while the close support and good dialogue sustained by a teaching assistant enabled pupils from the speech and language unit to successfully join in the task. In some cases, the approach taken by teaching assistants is too directive because lower-attaining pupils rely too much on adults to do their thinking for them.

Data scrutinised before the inspection showed that pupils with special educational needs and/or disabilities and boys in Key Stage 1 did less well in English than their peers nationally. This is because of the inclusion in the statistics of pupils from the speech and

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language unit, all of whom have severe learning difficulties. The majority of pupils in the unit are in Key Stage 1 and most of these pupils are boys.

Almost all of the parents and carers who returned the inspection questionnaires felt that their children enjoy school. This is because the school clearly understands the social and emotional needs of the families it serves and meets these well. It has, for example, identified that it needs to compensate for gaps in the life experiences of pupils by providing a wide range of first-hand learning opportunities. Among the many features of the school that pupils say they like, themed learning, such as the 'Intrepid Explorer' activity designed to develop their skills in investigation, interpretation and deduction, was among their favourites. Pupils' enthusiasm for sporting activities demonstrates their clear understanding of the importance of a healthy lifestyle and is acknowledged by Healthy Schools status and the Activemark accreditation. Pupils say that they feel very safe in school because adults look after them well. Social development is good. Pupils work and play together amicably, respect the feelings and ideas of others and have a well-developed sense of fair play. There is a clear moral code within the school, and pupils clearly know right from wrong. Instances of unacceptable behaviour are generally caused by a few pupils with identified emotional and behavioural difficulties. Pupils say that adults deal with these instances quickly and effectively. Pupils' spiritual awareness, as seen in their understanding of their own development and appreciation of that of others, is satisfactory, as is their cultural awareness.

*These are the grades for pupils' outcomes*

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

<sup>1</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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## How effective is the provision?

Teachers relate well to their pupils and are good at developing pupils' confidence as learners. Teachers explain new concepts clearly and use questions well to develop pupils' understanding. However, lessons lose pace and direction when teachers do not focus closely enough on the skills to be developed by pupils of different levels of ability. The quality of guidance provided for pupils through teachers' marking of their work is not always effective in securing learning. A scrutiny of pupils' books showed that agreed systems for marking are inconsistently applied and the comments made by teachers do not often result in improvements being made where they are needed.

The impact of the curriculum on pupils' academic attainment is satisfactory. It is well organised and provides the required balance between subjects. Its main strengths are in the promotion of pupils' personal development and in providing activities to enrich pupils' learning and help excite and motivate them. For example, pupils were inspired by a performance of 'The Tempest' by the Royal Shakespeare Company and spoke enthusiastically about the activities that then followed this performance, both at the theatre and in school. Close monitoring of pupils' progress results in targeted support being provided for pupils at risk of underachieving. These interventions are crucial, for example in helping compensate for absences, and ensure that pupils catch up in their learning. The curriculum for pupils in the speech and language unit is very closely tailored to individual needs through clear individual education plans.

The school is a caring community in which pupils' welfare is given a high priority. The individual needs of every pupil are very well understood, and good quality support is given to the potentially vulnerable. There are clear, well-established arrangements to induct pupils into school and to ensure a smooth transition as they move on to the secondary phase of their education. The Bash Club provides a safe environment for the children who attend both before and after school, and children's suggestions help determine the activities offered. Unfortunately, due to lack of support, the session before school is scheduled to be cancelled from the end of the current financial year.

The school is doing all that could be reasonably expected to improve attendance. The wide range of actions taken includes close monitoring of the attendance and punctuality of all pupils and investigations to determine the whereabouts of travelling pupils. Attendance is a standing item on the agenda for governing body meetings.

*These are the grades for the quality of provision*

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

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## How effective are leadership and management?

All of the staff, and almost all of the pupils and parents and carers surveyed, felt that the school is well led and managed. Owing to disruption in staffing, the direction provided in embedding ambition and driving improvement stems largely from the headteacher. Governance is satisfactory. Governors take a keen interest in the work of the school, but are yet to develop the full range of skills required to help them become more independent in holding the school to account.

Parents' and carers' overwhelmingly positive views reflect their appreciation that this is an inclusive school in which discrimination has no place and which gives their children a sense of belonging and equality of opportunity. Careful monitoring of pupils' progress informs the school's actions. Safeguarding procedures have a high profile, fully meet requirements, and are rigorously applied as a result of well-developed systems for quality assurance and risk assessment. Work is in progress to improve the promotion of community cohesion. The school has a clear understanding of its context and regularly takes opportunities to broaden pupils' horizons and their appreciation of other communities, particularly within national and global contexts. Much of what the school is doing in this respect lacks a formal framework.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in the Reception class make good progress in their social and emotional development and in developing their skills in communication, language and literacy and mathematics. This is the result of the very strong focus placed on these areas of learning. In all other areas of learning they make satisfactory progress. By the time children move to Year 1, their personal and social skills and their attainment in reading, writing and

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counting are close to what is expected at this age. In other areas of learning the children fall short of the goals expected. Strengths within the Early Years Foundation Stage include the close partnerships with parents and carers and the good quality assessments of children's learning in the 'Amazing Moments' record of their achievements. Teaching is at least satisfactory and is sometimes good. A strong feature of provision is the good quality of relationships between adults and children. As a result, children develop as confident learners. Where provision is less effective, formal teaching sessions last for too long and children have difficulty in concentrating. In other sessions, there is a sound balance between the activities directed by the teacher and teaching assistant and those chosen by the children. However, not enough use is made of the outdoor area for learning. The leadership of the Early Years Foundation Stage provides satisfactory direction.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

The number of questionnaires returned was slightly lower than is normally found for a school of this size. A very large majority of parents and carers were overwhelmingly positive in their views of the school. There is no common theme within the very few negative responses. Inspection findings support most of the positive views expressed by parents and carers, particularly with regard to the care and welfare of pupils. However, teaching and the progress made by pupils are satisfactory rather than good.

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

Ofsted invited all the registered parents and carers of pupils registered at Bishopton 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 154 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	77	9	20	1	2	0	0
The school keeps my child safe	29	66	14	32	1	2	0	0
My school informs me about my child's progress	27	61	15	34	2	5	0	0
My child is making enough progress at this school	26	59	17	39	0	0	1	2
The teaching is good at this school	27	61	17	39	0	0	0	0
The school helps me to support my child's learning	25	57	16	36	1	2	1	2
The school helps my child to have a healthy lifestyle	24	55	18	41	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)	19	43	22	50	0	0	1	2
The school meets my child's particular needs	25	57	17	39	0	0	1	2
The school deals effectively with unacceptable behaviour	19	43	19	43	2	5	1	2
The school takes account of my suggestions and concerns	16	36	24	55	0	0	1	2
The school is led and managed effectively	25	57	17	39	0	0	1	2
Overall, I am happy with my child's experience at this school	27	61	16	36	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.

**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.**



30 March 2011

Dear Pupils

**Inspection of Bishopton Primary School, Stratford-upon-Avon, CV37 9PB**

I would like to thank all of you for being so welcoming and helpful when we visited your school. I think that your school gives you a satisfactory education. This means that there are a lot of things that the school is doing right and some things that need to be improved. I know that all the adults who help to run your school want it to be a good school. For this to happen, you need to make better progress in your work.

Here are some of the things that are best about your school.

I was impressed by your good manners and behaviour.

You feel safe because the staff take good care of you.

You know a lot about how to stay healthy.

To help you to make better progress, I want your school to do three things.

Your teachers need to make sure that the work they give you to do in lessons always makes you think hard, and that you do more thinking for yourself instead of relying on adults for help. I am sure that you are ready for these challenges! I want your teachers to make sure that you understand what you have to do, so I want them to talk to you about your work before you start and explain the meaning of any words you do not understand. I would also like you to act on the comments that your teachers make when they mark your work.

Most of you come to school regularly, but there are too many of you who do not. You need to try harder to improve your attendance and remind your parents about this.

The governors, who help your headteacher to run the school, need to do some more training to help make them even more expert in checking up on how well you are getting on.

I would like you all to play your part in helping the school to become even better. The best way for you to do this is to come to school regularly, pay careful attention to what your teachers ask you to do and to make sure that you always do your corrections!

Yours sincerely

Mike Thompson

Lead inspector

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