

Prince Bishops Community Primary School

Inspection report

Unique Reference Number	134855
Local Authority	Durham
Inspection number	364040
Inspection dates	13–14 June 2011
Reporting inspector	Kate Pringle

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Mrs Sarah Curley
Headteacher	Mrs Lynn George
Date of previous school inspection	12 March 2008
School address	Gibson Street Coundon Grange, Bishop Auckland County Durham DL14 8DY
Telephone number	01388 451278
Fax number	01388 451624
Email address	princebishops@durhamlearning.net

Inspection number 364040

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons and eight teachers were observed. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. Views of stakeholders were also considered through questionnaire responses from 63 parents and carers, 25 staff and 82 pupils.

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

- How effectively teaching and learning promotes good, or better, progress for all pupils by ensuring their needs are met, especially at Key Stage 1.
- How well the care, guidance and support of pupils, and the curriculum, provides opportunities for pupils to be independent learners and make best use of their skills in English, mathematics and information and communication technology (ICT).
- How effectively all leaders and managers contribute to improvements and outcomes for pupils.

Information about the school

This is a smaller than average-sized primary school in which the proportion of pupils known to be eligible for free school meals is considerably higher than the national average. Most pupils are White British with 10% of pupils being from Gypsy/Roma and Traveller heritage. The proportion of pupils with special educational needs and/or disabilities is well above average and in some year groups the proportion is over 50%. There are nine pupils in the school registered as Looked-After Children.

The school holds a number of awards including: Investors in Children, Rights Respecting School and Activemark. It holds Anti-Bullying accreditation, has Healthy School status and is a Young Enterprise Registered Centre.

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?

1

The school's capacity for sustained improvement

1

Main findings

In this outstanding school, pupils thrive academically and socially. The exceptional leadership of the headteacher provides very clear direction for the school as she ensures her vision for the good of all pupils is shared by staff, parents, carers and the governing body. Inclusion is central to the school's ethos as is the quality of care, guidance and support of pupils. These features are outstanding, and result in an atmosphere of mutual respect and social responsibility. Parents and carers are highly-supportive of the school and comments on their questionnaires include, 'Nothing is too much trouble' and 'communication between teachers and parents is fantastic!'

Staff morale is high and pupils are happy, motivated and successful. From significantly low starting points pupils make outstanding progress in the core skills of reading, writing and mathematics because of excellent teaching and a rich, exciting curriculum. Work in lessons is challenging and engaging with pupils highly-motivated to achieve. Teachers successfully use every opportunity to expand pupils' experiences, promoting core skills in all subjects to give purpose and meaning to learning. Pupils' outstanding progress in Key Stage 2 builds on the good or better progress evident in the Early Years Foundation Stage and in Key Stage 1. Pupils with special educational needs and/or disabilities and those of Gypsy/Roma or Traveller heritage are supported very well and also make outstanding progress.

Pupils' spiritual, moral, social and cultural development is outstanding. They develop independence as they accept responsibility for their work and undertake roles about the school. They demonstrate excellent social skills and seek to help each other, mirroring the exceptional role models from staff. The support for pupils with special educational needs and/or disabilities and for those, whose circumstances make them potentially vulnerable, is especially effective. The school makes highly-effective use of a range of partnerships to benefit pupils' learning and well-being. As a result pupils all have equally excellent access to learning opportunities. The school places a high priority on improving pupils' attendance and has established extremely strong partnerships with support agencies and the local community. Links with the immediate community are extremely strong and the school works closely with Traveller and Gypsy/Roma families to reduce the impact of travelling upon attendance. However, although the school's strategies have been highly successful in ensuring most pupils attend regularly a small minority still does not.

The school builds successfully upon its strengths, rapidly identifying and actioning developments to tackle any relative shortcomings. Good examples are the development of the outside provision in the Early Years Foundation Stage which has greatly improved learning opportunities for children, successful strategies to improve behaviour and a parents' forum that effectively extends the links with parents and carers and ensures high

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

levels of communication with them. The school has outstanding capacity to sustain further improvement.

What does the school need to do to improve further?

- Improve attendance by working more closely with parents and carers to ensure they recognise the impact of absence on their children's progress.

Outcomes for individuals and groups of pupils

2

Pupils thoroughly enjoy school and have excellent attitudes to learning. They are encouraged to carry out investigations in classrooms where there are exciting and lively opportunities to learn. Pupils develop high levels of independence and younger pupils are capable of working successfully on their own. Because of this, and the high quality of teaching, overall progress is outstanding. Pupils' attainment is at least average overall by the time they leave Year 6 and sometimes it is above average depending on the makeup of the cohort and individual needs. Pupils currently in Year 6 are working at the expected level, with an increasing number exceeding this. Improvements can also be seen in Key Stage 1, with Year 2 pupils now reaching the expected level for their age.

Pupils develop highly-effective personal and social skills. They are extremely thoughtful and instinctively care for one another. Behaviour is exemplary, as evidenced by the Rights Respecting School award. Pupils engage in their roles about the school thoughtfully and with considerable responsibility. Contributions to the school and the local community are many and varied. Pupils have an excellent understanding of how to keep safe and lead a healthy lifestyle. Attendance is average and improving due to the school's strenuous efforts. Pupils engage whole-heartedly in the considerable range of initiatives provided for them to use their basic skills and information and communication technology (ICT) in a range of real-life situations. The highly-successful integration of pupils from different backgrounds within the school is key to their understanding of other cultures in the wider world.

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

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	3
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

Teaching is first-rate and teachers are highly-skilled in managing and motivating all groups of pupils. High levels of challenge and very clear learning objectives keep pupils highly focused. They are eager to please because of excellent relationships and work with enthusiasm and concentration on activities that engage them in practical investigations using a range of different skills. For example, one class used their literacy and ICT skills highly successfully to investigate the similarities and differences between Athenian and Spartan wives. Teachers use assessment strategies extremely successfully to support and challenge the differing abilities of pupils. The introduction of learning journals for Years 1 to 6 has had a significant impact upon the independent working of pupils and is enabling high-quality links with parents and carers about what and how their children are learning.

The diversity and breadth of the outstanding curriculum is, together with excellent teaching, central to the progress pupils make. Teachers ensure that there is the sharp focus on basic skills which permeates other subjects. They bring learning alive by relating it to everyday contexts, for example, by developing a play script reflecting 'Britain's Got Talent'. A wide range of additional activities to extend physical and other skills is very well supported. The gardening club is particularly popular and older pupils appreciate residential opportunities which greatly increase their confidence and independence. Pupils' needs are quickly identified, and the high-quality support to ensure that all are able to engage successfully in all aspects of the curriculum, is impressive. Pupils with special gifts

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

or talents are increasingly receiving similarly high-quality provision through the close links with other schools.

Staffs are intensely aware of individual pupils' needs, and respond rapidly and appropriately to any concern. Parents and carers speak very highly of the approachability of staff and how they respond to needs. Very effective engagement with a considerable range of partners, and the excellent work of the learning mentors, provide outstanding support for all pupils which is evident in their rapid progress. Robust procedures, including the very effective work of the parent support adviser and the links with outside agencies, have led to improved attendance. This work continues to be a high priority for the school in order to reduce the persistent absence of a very small minority of pupils which affects the overall levels of attendance. The work the school does with secondary schools is highly successful. The 'Believe and Achieve' opportunities for pupils to work together are proving particularly engaging for the older pupils and enabling successful transition to the next stage of their learning.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
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 vision and wholehearted commitment of the headteacher drive the school ensuring extremely high-quality provision. Her very successful leadership is based on excellent teamwork of all staff and governors who all have the same high ambitions for the pupils. These shared values contribute significantly to the successful delegation of roles and responsibilities within the strong system of monitoring and evaluation by senior leaders and the governing body. Priorities are clearly supported by highly-successful action plans that are concise and based upon rigorous and accurate reviews. Changes are skilfully managed and the impact upon provision and outcomes is very clear. For example, the action to raise standards at Key Stage 1 has been concerted and most effective.

The governing body is effective and highly supportive of the school. It provides appropriate challenge by questioning leaders about the success of actions put in place to bring about improvement. Statutory requirements are met and safeguarding provision is good, for example, the care and support of those pupils whose circumstances make them potentially vulnerable. The school rightly prides itself upon its inclusiveness and the resultant harmonious atmosphere. There are excellent relationships with parents and carers. Additionally, the school works very successfully with the wider local community through a number of joint projects. Established links with European schools and the recent work with an inner city school in the United Kingdom mean that overall, provision for community cohesion is good.

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

Keen attention to the needs of different groups throughout the school and the outstanding progress they make means that the promotion of equal opportunities is highly successful and the school provides excellent value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
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	1

Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes. A high proportion enters school with skills significantly below those expected at this age. This is particularly evident in their abilities in all aspects of their personal, social and emotional development and in literacy and numeracy. By the end of the Reception Year, although their skills are below average, children do especially well in their knowledge and understanding of the world and in their creative development. A warm and welcoming environment enables children to settle quickly and to develop positive relationships with each other and adults. Behaviour is excellent.

A wide range of practical activities and experiences encourage children to explore and investigate both inside and out of the classroom. Adults provide a sharp focus upon the acquisition of language and encourage personal and social understanding. Children respond very well to the many activities provided as they learn to interact, share and take turns. Children with special educational needs and/or disabilities, and those from minority ethnic groups, are well integrated and benefit from good-quality support.

Statutory requirements for safeguarding are well met. The recently-appointed leader has successfully carried out an audit of provision and works closely with the team to tackle areas for improvement. A number of initiatives is still developing, including the more detailed use of observations to monitor children's successes more closely and thereby improve the planning of next steps for their learning.

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

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 vast majority of parents and carers who responded to the questionnaire were highly positive about the school. They greatly appreciate the care given to their children and are extremely confident that their children are happy and safe and that teachers meet their children's needs well. Very few issues were raised by parents and carers and there was no obvious pattern to those raised. All were fully investigated and form part of the evidence base used to arrive at the inspection judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Prince Bishops Community 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	65	20	32	1	2	0	0
The school keeps my child safe	44	70	16	25	1	2	1	2
My school informs me about my child's progress	40	63	22	35	0	0	0	0
My child is making enough progress at this school	39	62	22	35	1	2	0	0
The teaching is good at this school	41	65	18	29	2	3	0	0
The school helps me to support my child's learning	39	62	22	35	0	0	0	0
The school helps my child to have a healthy lifestyle	37	59	24	38	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)	40	63	21	33	0	0	0	0
The school meets my child's particular needs	38	60	22	35	1	2	0	0
The school deals effectively with unacceptable behaviour	33	52	25	40	2	3	1	2
The school takes account of my suggestions and concerns	35	56	26	41	0	0	0	0
The school is led and managed effectively	42	67	20	32	0	0	0	0
Overall, I am happy with my child's experience at this school	43	68	19	30	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 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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 pupils' 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.



15 June 2011

Dear Pupils

**Inspection of Prince Bishops Community Primary School, Bishop Auckland,
DL14 8DY**

It was wonderful to talk with so many of you when we visited you recently. The other inspectors and I enjoyed our time in school and appreciated all that you had to tell us. We found out that your school is excellent. There are so many strengths it is difficult to know where to begin. Here are, what we feel to be, the highlights of your school.

Your personal development is outstanding: you are very polite, caring and considerate of others. Your behaviour is excellent and you have a real joy of learning. You make excellent progress because of this and the outstanding teaching you receive. Lessons are exciting and you show real enthusiasm for the many creative and practical opportunities provided for you. We were very impressed by the way all staff in the school take excellent care of you, especially for those who need special attention. We know that your headteacher, the staff and the governing body work very successfully to make sure your school is as good as it can be.

Although most pupils attend school regularly there is a small minority that does not attend as well as it should. We would like your teachers to work more closely with parents and carers to make sure that all pupils, unless they are sick, attend school every day.

On behalf of my colleagues, I wish you every success for the future.

Well done!

Yours sincerely,

Kate Pringle

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.