

Bishop Bronescombe C of E VA School

Inspection report

Unique reference number	112005
Local authority	Cornwall
Inspection number	310579
Inspection dates	11 - 12 March 2008
Reporting inspector	Mr Stephen Dennett

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	4-11
Number on roll	290
Gender of pupils	Mixed
Appropriate authority	The governing body
Chair	Mr John Stocker
Headteacher	Mr Adrian Massey
Date of previous school inspection	12 - 15 January 2004
School address	Boscoppa Road St Austell PL25 3DT
Telephone number	01726 64322
Fax number	01726 64324

Age group	4-11
Inspection date(s)	11 - 12 March 2008
Inspection number	310759

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This average-sized primary school has ten classes, one for children in the Reception Year, one mixed Reception/Year 1 class, two mixed Year 1/2 classes, one Year 2/3 class, two mixed Year 3/4 classes and three mixed Year 5/6 classes. Pupils come from local housing estates on the eastern side of the town of St Austell. Almost all pupils are from White British backgrounds, although a few speak a language other than English at home. The school is in an area recognised as being economically disadvantaged. Children's attainment on entry to the school is below what is normally expected at this age. A broadly average percentage of pupils receive special educational need support. The school has achieved the Basic Skills Award, the Healthy Schools' Award and FA Charter School Standard.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school is effective in providing a good education for its pupils. There has been a good level of improvement since the last inspection. The school is in a good position for these improvements to continue. Parents are very supportive of the school.

Children make good progress in Reception because provision is usually good. By the end of this year, most children attain the expected levels in all areas of development. This good progress continues in Years 1 and 2. Standards are above average in mathematics at the end of Year 2. In reading and writing although improving rapidly, standards are not yet up to the expected level in some respects. At the end of Year 6, most pupils attain above the standards expected of eleven-year-olds in English, mathematics and science. Overall, pupils' achievement is good and is improving.

Pupils behave well and report that there is no bullying. They have a good understanding of how to keep healthy. They also know how to stay safe. Pupils enjoy their education very much and are enthusiastic learners. Attendance is good. Spiritual, moral, social and cultural development is good, supported by close links with the church and with other schools in different environments and countries. Pupils make a positive contribution to the community through such activities as their 'Shelter Box' contributions. They are looking forward to the next phase of their education as they have the skills that will contribute to their future well-being.

Teachers make good use of assessment information to plan work that matches pupils' capabilities. This results in pupils being set appropriate targets for improving their performance. Teaching assistants provide good support, enabling pupils of all abilities to make good progress. When occasional weaknesses in teaching occur, this is because insufficient opportunities are offered for children in the Foundation Stage to develop their independent learning skills. The curriculum provided by the school is good. All the required subjects are taught and there is a good range of additional activities, especially in sports and educational visits. Pupils are cared for well and all the requirements for safeguarding children are in place. Pupils receive good academic guidance that has been improved as a result of more accurate tracking of their progress. Teachers' assessment of children in Reception is not as accurate as it should be.

The school is well led by the headteacher and senior managers. There is a clear educational direction to the school's work. Subject management and leadership are good. Staff are effectively involved in the overall management of provision which is one of the reasons why pupils achieve well. Monitoring and evaluation by staff are good and have correctly identified weaknesses, for instance in writing. Governance is good. Governors monitor the school's work effectively. The school's evaluation of its performance is accurate and detailed. Targets have been met and are sufficiently challenging to prompt all pupils to make good progress.

Effectiveness of the Foundation Stage

Grade: 2

Many children start school with less well-developed skills than expected for their age, particularly in communication, language and literacy. They settle into school quickly and are well cared for because of well established induction procedures. Children make good progress especially in their personal and social development and they form good relationships with adults and peers. Carefully targeted teaching enables them to make good progress across all areas of learning. They make particularly good progress in the acquisition of phonic skills. Involvement of parents in pupils' learning is successfully encouraged by providing family learning workshops. Opportunities for developing independent learning skills are limited by the lack of access to an outdoor learning area and the amount of space available for structured play activities.

What the school should do to improve further

- Increase opportunities for independent learning through setting up an appropriate outdoor area and making better use of space available to the two Foundation Stage classes.
- Improve the way Foundation Stage assessments are made and how information is used to make improvements.

Achievement and standards

Grade: 2

Following the good progress children make in Reception, pupils in Years 1 to 6 make good progress in most subjects. Pupils who find learning more difficult make good progress because they are supported well in lessons by teachers and teaching assistants. Standards are broadly average at the end of Year 2 and above average in English and science at the end of Year 6. Pupils are making good progress in reading and writing at Key Stage 1, but standards are not yet up to age-related expectations by the end of Year 2. Standards in mathematics are above average at both key stages. Throughout the school pupils make outstanding progress in information and communication technology. More able pupils are making good progress in science.

Personal development and well-being

Grade: 2

There are many strengths in the personal development of pupils and by the time they leave the school they have developed a very positive view of themselves as learners. As one school council member put it, "Our school motto is, 'Learning that Lasts a Lifetime', and it really works because this school helps you grow up and improve." The school's positive behaviour strategies mean that pupils have a clear sense of right and wrong and they relate very well together at work and play. Pupils understand the factors that contribute to a healthy lifestyle; especially the need to exercise and they adopt safe practices. Attendance of pupils has improved greatly as a result of rigorous monitoring systems being introduced and it is now good. The spiritual development of pupils is very good and this is enhanced by the very close relationship with the local church. Pupils have opportunities to contribute

to the life of the school through the school council who have brought about some significant changes such as the refurbished toilets. Pupils also enjoy taking on roles such as Playtime Buddies. They are developing good basic skills that will support their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good because it enables pupils to make good progress. Most lessons are interesting and teachers use a wide range of different teaching styles to engage pupils' interest. The way in which the school rearranges the timetable to use teachers' specialisms has had a positive effect on standards, especially the teaching of information and communication technology and science. Relationships are good throughout the school. Teaching assistants provide good support, enabling pupils to make good progress, especially those who have a learning difficulty or disability. When occasional weaknesses in teaching occur, this is because insufficient opportunities are offered for children in the Foundation Stage to develop their independent learning skills. Teachers make good use of assessment information to plan work that matches pupils' capabilities well. This results in pupils having a good understanding of the targets designed to improve their performance.

Curriculum and other activities

Grade: 2

The curriculum is well planned and is being creatively developed in order to inspire and motivate pupils. Extra-curricular activities include exciting visits, such as the residential excursion to the Isle of Wight. Pupils talk enthusiastically about visits that clearly greatly increase their engagement in learning. Pupils' understanding of water safety has been significantly enhanced by a visit from the Royal National Lifeboat Institute, for example. In the Foundation Stage, outdoor facilities are not sufficiently challenging to develop independent learning. There is good provision in the English curriculum to promote pupils' enjoyment of writing. Provision for pupils' personal, social and health education is good.

Care, guidance and support

Grade: 2

Pupils are well cared for in the school with excellent attention being paid to their health and safety. Pupils and parents rightly speak of the school's welcoming nature and friendly atmosphere. Strong relationships exist with a wide range of outside agencies and these together with good systems for tracking pupils' progress mean that pupils who find learning difficult are clearly identified and receive good support. Pupils are confident that adults in school will intervene and help should any incidents of bullying occur. All the relevant policies and procedures are in place to safeguard pupils. The school promotes regular attendance well. Target setting systems are known and understood by pupils and these help them to understand the next steps in their learning. Teachers usually mark work regularly and consistently. This makes a strong contribution to pupils' understanding of how to improve their work.

Leadership and management

Grade: 2

The school is well led by the headteacher and senior managers. There is a clear educational direction to all it does. This is highly regarded by parents. One parent commented, "There is an outstanding ethos at the school and my child has made unbelievable progress over the last year". The school has set challenging targets for improvement, which are having a marked effect on standards. The school's self-evaluation process is good and effectively identifies areas for further development. These factors clearly indicate that the school has a good capacity for improvement. The school has taken effective steps to promote and secure equality of opportunity and avoid discrimination. It has a positive, caring ethos. The school is well run and efficient use is made of resources. The governing body's monitoring of the school's provision is good and governors contribute substantially to the school's continuing improvement. The successful way the school is led and managed has positive effects on the quality of education provided and the good progress pupils make.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The effectiveness of boarding provision	
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B



12 March 2008

Dear Pupils

Inspection of Bishop Bronescombe CofE VA Primary School, PL25 3DT

Thank you for making us so welcome and helping us when we visited your school. We were especially impressed by how polite you were and how well you answered all our questions. Yours is a good school. Most of you are doing very well in ICT. You also do well in mathematics. Although the youngest children enjoy their time in school, they need more space to work on their own and play together. You are well taught and provided with great trips out, like the one you enjoyed to the Isle of Wight. The headteacher and governors do a good job in running and improving the school and your parents are very happy with the way they know what's going on.

Here are the things that we think are best about your school:

- The very good standards you achieve in ICT.
- You enjoy your lessons very much and get really excited about learning.
- The headteacher and staff work hard to make Bishop Bronescombe a successful school.
- You know how to keep healthy and take lots of exercise.
- You are well cared for.

These are the things that we think could be better:

- The youngest children do not get enough opportunities to work and play on their own because there is not a lot of outdoor space and the play equipment are not used well enough for them to do this.
- We think that teachers need to make sure that their assessment of the youngest children is really accurate.

Thank you again for being so helpful and friendly when we came to see you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Stephen Dennett', written in a cursive style.

Stephen Dennett
Lead inspector