

Bishop Bronescombe Church of England School

Inspection report

Unique Reference Number	112005
Local Authority	Cornwall
Inspection number	357024
Inspection dates	29–30 March 2011
Reporting inspector	Paul Sadler

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
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair	John Stocker
Headteacher	Adrian Massey
Date of previous school inspection	11–12 March 2008
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. They observed 15 lessons taught by 11 teachers and held meetings with staff, members of the governing body and a group of pupils. They observed the school's work, and looked at documentation including that relating to pupils' attainment and progress, school development planning and pupils' safety. They analysed the responses to questionnaires completed by staff, pupils and by 109 parents and carers.

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

- The attainment and progress of current pupils, especially in mathematics.
- Pupils' behaviour, attendance and response to the health agenda, in order to evaluate the school's own assessments of quality in these areas.
- The impact of improved assessment techniques on promoting good progress by children in the Early Years Foundation Stage.
- Pupils' understanding of faith and culture in the national and global context.

Information about the school

The school is of average size and serves part of the town. The very large majority of pupils are of White British heritage. The proportion known to be eligible for free school meals is above average, as is the proportion with special educational needs and/or disabilities. These pupils' needs relate mainly to moderate learning or behavioural difficulties.

A pre-school is located on the premises, as is provision for childcare before and after school. These services are not managed by the governing body and so were not inspected on this occasion.

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

This is an outstanding school. There has been significant improvement since the last inspection in 2008. Pupils' attainment is high in all subjects including mathematics which has been an area of relative weakness in the past, and they all make excellent progress. 'Our child has thrived both academically and socially', is a typical comment by parents and carers. The development of pupils' skills of literacy, numeracy and information and communication technology is a particular strength. Pupils behave well and rightly feel very safe in school. The Christian ethos of the school, together with the development of pupils' understanding of people of other faiths and cultures, contributes strongly to their outstanding spiritual, moral, social and cultural development.

Children get an excellent start to their education in the Early Years Foundation Stage. Provision here has improved through better use of assessment to identify the needs of each child, and through the development of an exciting outdoor area. These development points raised at the last inspection have been fully addressed. Throughout the school, there has been a relentless drive to improve teaching, which is now outstanding. Particular strengths include excellent use of a wide range of assessment techniques to inform pupils of the aspects of their work they need to improve, and to plan work that meets their needs. For example, in a Years 5 and 6 mathematics lesson concerning parallel and perpendicular lines, the teacher and pupils had previously identified together that this was an aspect of mathematics that pupils felt unsure of and therefore were working on it. Other strengths of teaching include excellent use of the skilled teaching assistants to provide a range of support for pupils throughout the lesson, and teachers' use of information and communication technology as a teaching aid.

Pupils receive excellent care, support and guidance from staff who have a very good understanding of their needs and the challenges they face. They are prepared well for school and for the next stage of their education through an outstanding curriculum and excellent partnerships with parents, carers and other schools. Parents and carers appreciate the high quality of the school's communication with them, as well as features such as workshops that explain how they can help their child to learn. The school has made great efforts to improve the attendance of a small number of pupils who are persistently absent. As a result, attendance has improved and is now just above average, but this remains an aspect of the school's work in need of further attention.

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The impressive improvements that have taken place have been brought about through the inspirational leadership of the headteacher, supported by other senior leaders. Rigorous and accurate self-evaluation has identified existing weaknesses which have then been tackled effectively. There is outstanding ambition and drive, for example to introduce nursery provision and to enhance the benefits of links with other schools. Arrangements to keep pupils safe are of excellent quality, with systems and documentation continually reviewed and updated. The governing body provides a good level of support and challenge to school leaders. The improvements that have taken place across a broad range of fronts, but most especially in the quality of teaching and hence in pupils' achievement, demonstrate the school's outstanding capacity for further improvement.

What does the school need to do to improve further?

- In order to consolidate and increase recent improvements in attendance:
 - develop a more individualised approach to support for pupils and families where there is persistent absence
 - work with other schools to develop common approaches to attendance issues, for example concerning the authorisation of absence for family holidays taken during school time.

Outcomes for individuals and groups of pupils

1

Pupils who left at the end of Year 6 in 2010 attained high standards in both English and mathematics. The proportion whose attainment was higher than that expected nationally was especially impressive, the more so because children start school with skills and knowledge below those expected, especially in their communication, language and literacy. The work of current pupils shows that high standards and outstanding progress are being maintained or further improved, as when pupils in Year 1 excitedly measured and compared the length or height of objects and people, accurately and independently recording their findings. This was an excellent example of the outstanding development of skills the pupils will need in the future, and also of the way all groups of pupils are enabled to achieve equally well through careful planning and outstanding teaching.

Pupils behave well and say there is little bullying, any which occurs being dealt with quickly and effectively. A few pupils require careful management by staff in order to ensure their continued good behaviour. Pupils have a good knowledge of how to lead healthy lives but, supported by a few parents and carers, rightly complain that some of the food served in school is not especially healthy. Pupils make an outstanding contribution to the school and local communities, for example by caring for younger pupils, by collecting for charity and through musical and dramatic performances.

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These features combine to demonstrate pupils’ outstanding achievement and enjoyment of school, as shown by their improving attendance.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

The outstanding teaching was exemplified during the inspection by a lesson in which pupils in Years 3 and 4, mainly boys, were writing their own version of a story. They undertook sustained, independent work in an atmosphere enhanced by calming music. The teacher and two teaching assistants circulated, continually promoting work of the highest quality by encouraging pupils to use more sophisticated vocabulary and higher level skills such as the use of paragraphs and speech. All pupils made excellent progress and produced work of high quality. Teaching in other classes was usually of a similar standard. Teachers use role play and modelling to great effect. For example, in a science lesson, the teacher wore a laboratory coat and safety goggles. While the activity did not strictly require these for health and safety purposes, she was effectively modelling to pupils how scientists work. On the rare occasions when teaching falls below these very high standards, questioning is not sufficiently targeted at groups of pupils or individuals.

The excellent curriculum is underpinned by development of the skills, knowledge and understanding that pupils will need in the future. There is a very wide range of activities in and out of school, including many trips and visits. A few parents and

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

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carers complain of the cost of these, but the school does its best to help those experiencing difficulties. Links with the Church of England and local organisations are used well to broaden the curriculum. Pupils with special educational needs and/or disabilities, or who are experiencing difficulties, receive excellent support, for example through access to specialist services such as occupational therapy. Excellent family learning opportunities enable parents and carers to develop their own skills in areas such as English and mathematics. The school now rightly plans to tailor support for families of persistent absentees more closely to meet their personal circumstances, and to work with other schools to develop common approaches to attendance issues such as the authorisation of absence for family holidays taken in school time.

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?

Led by the headteacher, all staff and the governing body demonstrate a strong sense of purpose in creating a school which enables pupils to develop the wide range of skills they will need in the future. This has taken time, and now that ambition has been achieved. Weaknesses, especially in teaching and the use of assessment, have been identified and successfully tackled. Accurate monitoring ensures that high quality is maintained. Plans for the future are realistic and ambitious. The partnership with parents and carers is especially strong, for example the excellent website is updated almost daily with news from each class and examples of pupils’ work. The governing body meets its statutory responsibilities although on occasion, rather than monitoring the broad impact of actions taken, it becomes too involved in minor details. Arrangements to keep pupils safe are of high quality with, for example, levels of staff training that exceed the minimum requirement. The equally outstanding achievement of all pupils demonstrates the school’s high level of commitment to equality of opportunity, and any potential source of discrimination is quickly identified and dealt with. The school uses its links with the church and with other schools locally, nationally and globally to meet its duty to promote community cohesion in an excellent manner and to develop pupils’ understanding of and tolerance for those of different faiths and cultural backgrounds.

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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	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Most children in the Early Years Foundation Stage attain the goals set for those of their age, from starting points that are below those expected. Children’s behaviour is excellent and they quickly develop confidence when talking to adults and other children. The excellent range of activities led by adults, or which children choose for themselves, enables the rapid development of independence along with their reading, writing, mathematical and information and communication technology skills. For example, a child discussed the making of videos and then politely asked if the inspector would mind being the subject of a video, which the child then filmed. These skills are developed quickly because of the excellent teaching and use of assessment, and the outstanding range of exciting resources that are available to the children.

Children are cared for very well because staff know their individual needs and how to meet them. There are excellent links with parents and carers so that children are prepared well for school. Leadership and management are outstanding, as is shown by the many improvements that have taken place since the last inspection. Adults each have a clear role in providing for the children and work together extremely well as a team.

These are the grades for the Early Years Foundation Stage

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

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The proportion of parents and carers returning the inspectors’ questionnaire was above average. All rightly agreed that their child is safe at school. Almost all believed the teaching is good and the very large majority were positive about the other aspects of the school raised in the questionnaire. Inspection evidence supports these positive views of the school.

Where a few parents and carers expressed less positive views, these related mainly to individual concerns. The inspection team agrees with those who said that some of the food served in the canteen, such as pizza or bacon rolls, is not always as healthy as it might be. Other matters were not investigated in detail due to the low levels of concern expressed.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop Bronescombe Church of England 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 109 completed questionnaires by the end of the on-site inspection. In total, there are 293 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	55	45	41	3	3	1	1
The school keeps my child safe	71	65	38	35	0	0	0	0
The school informs me about my child’s progress	57	52	44	40	8	7	0	0
My child is making enough progress at this school	59	54	42	39	6	6	2	2
The teaching is good at this school	62	57	44	40	0	0	2	2
The school helps me to support my child’s learning	60	55	42	39	7	6	0	0
The school helps my child to have a healthy lifestyle	51	47	52	48	5	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)	46	42	49	45	4	4	2	2
The school meets my child’s particular needs	52	48	48	44	5	5	2	2
The school deals effectively with unacceptable behaviour	40	37	58	53	6	6	4	4
The school takes account of my suggestions and concerns	48	44	50	46	8	7	2	2
The school is led and managed effectively	55	51	49	45	4	4	1	1
Overall, I am happy with my child’s experience at this school	66	61	37	34	6	6	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	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).

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"> ■ 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.



31 March 2011

Dear Pupils

**Inspection of Bishop Bronescombe Church of England School, St Austell
PL25 3DT**

Thank you for making us so welcome when we visited your school recently. We especially enjoyed talking with you and seeing your work. This letter is to tell you what we found out about your school.

Yours is an outstanding school. There are lots of excellent things about it. Children get a really good start in the Reception classes. The school is extremely good at helping you learn the skills, such as literacy, numeracy and information and communication technology (ICT), that you will need in later life. By the time you leave Year 6, your attainment in English and mathematics tests is high. You behave well and know a lot about keeping healthy and safe. We agree with those of you who told us the food served at school is not always healthy. You do a lot for other people, both in school and outside. You get excellent teaching. Teachers help you to understand how to improve your work and they and the teaching assistants are very good at helping all of you to make excellent progress in lessons. There are lots of exciting activities both in and out of school, so you enjoy school. You are cared for very well indeed, for instance when you are preparing for secondary school.

The headteacher, staff and the governing body lead the school very well. It is obvious that they all want you to do as well as you can at school and in the future. They have spotted where the school could be better and have worked hard to make that happen. They make sure you are safe and offer you and your families help when you need it.

Most of you have good attendance but a few of you do not, and we have asked the school to do more to help those pupils and their families so that they come to school regularly.

Yours sincerely

Paul Sadler

Lead inspector

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