

# Cropwell Bishop Primary School

## Inspection report

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<b>Unique Reference Number</b>	122635
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327770
<b>Inspection date</b>	5 December 2008
<b>Reporting inspector</b>	Keith Sadler

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	179
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mark Aldrich
<b>Headteacher</b>	Mr Philip Palmer
<b>Date of previous school inspection</b>	22 September 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Stockwell Lane Cropwell Bishop Nottinghamshire NG12 3BX
<b>Telephone number</b>	0115 989 2250
<b>Fax number</b>	0115 989 0471

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## Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and the Early Years Foundation Stage (EYFS). In addition, the following issues were investigated:

- the rate of progress of pupils in Year 6
- how well pupils achieve in their writing
- the effectiveness of leadership and management.

Evidence was gathered from the school's analysis of pupils' progress, a scrutiny of samples of their work and observations of pupils in lessons. Discussions were held with staff, governors and pupils. In addition, the responses of parents' questionnaires were analysed and their comments taken into account. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Cropwell Bishop is smaller than most primary schools, though it is growing in size and is oversubscribed. The EYFS currently consists of one class of 16 children. There is a further intake in January for children who are spring and summer born. There is a breakfast club, an after school club and a separate pre-school. None of these are managed by the school's governors.

All the pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average. Those that do have learning difficulties have either moderate learning difficulties or behavioural, emotional and social difficulties. The school has gained the following awards: Investors in People, International School, Sports Activemark, Healthy School and FA Football Sportsmark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

The school has maintained its excellence since the previous inspection and it continues to provide an outstanding level of education. It is a harmonious, welcoming and friendly place where pupils thrive. This results in outstanding achievement and excellent personal development. Relationships are very positive and the pupils develop into well-rounded mature young people who are prepared exceptionally well for their move to secondary education.

Achievement is excellent for all groups of pupils. Pupils make excellent progress in Years 1 and 2 and standards in national tests at the end of Year 2 are consistently above average. Progress continues to be exceptionally strong in Years 3 to 6 and standards continue to be well above average in English, mathematics and science. Provisional results in the 2008 national tests for Year 6 pupils show, for the first time, standards that are exceptionally high in English, mathematics and science. This marks outstanding achievement because children enter the EYFS with standards that are similar to those expected for their age. Current Year 6 pupils are on track to attain standards that are also high. In addition, standards in information and communication technology (ICT) are also very high because ICT is taught well and pupils apply these skills exceptionally well in many subjects. At the time of the previous inspection, pupils' standards in writing lagged a little behind other areas. This is not now the case. The school has placed a strong and effective emphasis on not only improving writing skills, but also the encouragement for pupils to want to write. Consequently, the gap between standards in reading and writing throughout the school has closed. The highly effective and close monitoring of provision in writing has resulted in a refining of provision, focusing on the areas that needed to be boosted, such as developing authorial techniques, being clear about audience and composition. As a result, pupils' current standards in writing are very high, and they say that they thoroughly enjoy writing. 'We like to write long stories, descriptions, letters and also use ICT to write,' announced a Year 6 pupil. The school recognises that there is now a need to ensure that teachers' plans promote development in literacy when preparing topic-based lessons.

The curriculum continues to be excellent. There is an innovative programme to support pupils' personal development, through lessons in thinking skills and emotional intelligence. This is highly successful and has contributed, with other elements of the school's excellent pastoral care, to pupils' outstanding spiritual, moral, social and cultural development. Pupils have a highly developed understanding of right and wrong; behaviour is excellent and pupils are enthusiastic about the school's systems of rewards. In addition, they respond very positively to the many opportunities that the school provides for physical exercise and have a highly developed understanding of how to achieve healthy lifestyles and of staying safe. Pupils relish and readily take on additional responsibilities around the school. The influential school council is an important means by which pupils take a lead in many aspects of the development of the school. This includes the re-organisation of school meals, the outside learning play environment, and contributing to the school improvement plan. Pupils are immensely proud of the funds that they raise for charities. Currently, they have been working in teams across Years 5 and 6 to make a wide range of gifts and presents to sell at the Advent Fair. They have thoroughly enjoyed working out the cost of materials for making gifts and fixing the price to show a fair profit.

The school's excellent system for tracking how well pupils are doing, using a wide variety of assessment information, is a major factor in all pupils' achievement. This is analysed carefully, and challenging individual targets are set. Any pupils in danger of falling behind are identified

quickly, and the school provides immediate help and support to ensure that everyone makes the progress that they should. The school has changed its arrangements to support vulnerable pupils and those that find learning hard. They are now supported in the classroom rather than being withdrawn for support. This strategy is benefiting the pupils because not only do they receive excellent support from the skilled teaching assistants, working alongside their classmates at all times ensures that they feel fully included.

The quality of teaching and learning is consistently outstanding and underpins the high academic and pastoral standards. Pupils love learning, and say that they thoroughly enjoy lessons and that their teachers help them. As one proud Year 6 pupil stated, 'Our teachers make our learning real fun and if we have a problem, they won't hesitate to help. Best of all, they want to make sure we are all happy.'

Pupils concentrate well and work hard to please their teachers and lessons are orderly, very fast paced and highly productive. Teachers make excellent use of the interactive whiteboards to clarify explanations and to make the purpose and expected outcomes of lessons clear. They use very effective strategies to make sure that all the pupils are involved by making sure that the work is pitched very well to meet the varying learning needs and preferred learning styles of pupils in the class. They also provide excellent opportunities for pupils to discuss their work in pairs and in groups and pupils develop very strong collaborative skills as a result.

The school continues to be successful in involving parents in its work, and they are very supportive and appreciative of what the school provides for their children. As one parent said, 'The school provides a safe, inclusive environment where all children are encouraged to achieve personal greatness.' In fact, parents are unanimous in their support of every aspect of the school. Many commented very positively about the quality of leadership, particularly that of the headteacher. 'The headteacher excels in leading by example; his team and then the children naturally follow,' typifies parents' views. The headteacher continues to provide outstanding leadership. He has established and embedded a high level of consistency in the school's approach, shared by all the team, who together provide excellent leadership and management. Subject leaders make an excellent contribution to the school's accurate and precise evaluation of provision and standards. Teamwork is excellent and staff morale high. Governance continues to be outstanding. Governors understand the school well and give it good support. They are not complacent and challenge the school sensitively to do even better.

The school's contribution to cohesion in the community is outstanding. There are very strong links between the school and the parish council, with school councillors attending parish council meetings and parish councillors regularly meeting the school council. In addition, pupils made a significant contribution to the village plan. They are also directly involved in many community activities such as the summer festival, Heritage Group, Link of Ages project with senior citizens and with the church. Partnerships with the wider educational community are excellent. For example, the school is taking the lead for a group of local schools to implement a revised curriculum as part of a project on behalf of the Qualification and Curriculum Agency. There are close links with the partner secondary school, which brings benefit to staff and pupils. Global education plays an important role and there are strong links with a school in Japan. Groups of pupils and staff have visited the Japanese link school for the past two years and also the school has received visiting groups of staff and pupils from Japan.

The maintenance of high quality provision and standards since the last inspection, as well as the school's continual striving to do better, shows that there is outstanding capacity to improve in future.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children come into school with skills which are at the expected level for their age, with a broad spectrum of abilities within this overall picture. Their achievement is excellent because of the high level of input from staff, the extremely secure relationships and the careful planning of the curriculum to reflect and enhance the children's interests. The children's skills are being developed very well, for instance by encouraging them to write shopping lists for Christmas and reading a letter from Father Christmas requesting help. This also prompted the children to search outdoors for necessities for the sleigh, such as carrots for the reindeers. Daily routines are used very well to develop skills in counting and simple problem solving, and 'Walt the puppet dog' boosts the children's confidence and personal development by praising them when they finish a task successfully.

The children behave very well and play and co-operate very well together. For example, when painting they will offer to mix colours for each other. The children's welfare is of paramount importance. They look after themselves as their independence is encouraged, but they are also given gentle reminders to look after their belongings and care for their well-being. Leadership and management are excellent, with very clear vision and direction for the future. There are very useful links with other EYFS providers, including with the pre-school on site. Transition arrangements, when the children first start in school and then transfer to Year 1, are carefully thought through and ensure that the children are settled and happy. The partnership with parents and carers is valued. The school provides a good range of information about the purpose of the activities children tackle to enhance their learning.

### **What the school should do to improve further**

- Embed the plans to extend and cement writing across the curriculum.

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## 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?	1
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?	1
The capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

**Text from letter to pupils explaining the findings of the inspection**

8 December 2008

Dear Pupils

Inspection of Cropwell Bishop Primary School, Nottinghamshire, NG12 3BX

Thank you so much for making us welcome and for talking with me when we visited your school. We enjoyed finding out about Cropwell Bishop. I particularly enjoyed hearing about your links with Komaki elementary school in Japan and looking at the displays about the school. I also enjoyed looking at all the items that you have made ready to sell at the advent fair.

We agree with you and your parents that yours is an excellent school in all respects. Your achievement throughout the school is outstanding. We were very impressed with the way that you use so many skills across all your subjects. We enjoyed looking at the many displays of work that helped to show the wide variety of things that you are taught. Your teachers have excellent skills and they help you to learn exceptionally well. They plan interesting and exciting activities for you, and we can understand why you all love lessons and learning.

Your behaviour is excellent, you have very positive attitudes towards each other and we were very impressed with how well all of you get on together. You have an excellent understanding of how to stay fit and healthy. Your headteacher and all the other adults involved in leading and managing your school do an excellent job. They make sure that you receive the best possible education.

We have asked your school to do one thing. This is to continue to ensure that there are lots of opportunities provided for you to improve your writing skills when you are doing topic work.

Once again, thank you for your help. We know that the staff will help you to keep doing your best.

Yours sincerely

Keith Sadler

Lead inspector