

# Bishop Lonsdale Church of England Primary School and Nursery

186 St Alban's Road, Derby DE22 3HH

<b>Inspection dates</b>	12–13 July 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The senior leaders and the governing body have established a strong ethos and culture at the school.
- The school is a calm, orderly and cohesive community, characterised by a strong set of values, which are manifested daily in the respectful and harmonious relationships among the pupils.
- The pupils behave well and feel safe at the school.
- They make good progress academically and become confident, thoughtful young people, with positive attitudes to life and to learning.
- The senior leaders have ensured not only the strong sense of values so evident in the pupils' attitudes, but have also worked determinedly and successfully to improve the quality of teaching.
- Most notably, the early years provision is now a beacon of successful practice for and within the school. It provides the children with a strong start to their education.
- The quality of teaching is good and continues to improve.

### It is not yet an outstanding school because

- The pupils' attainment by the end of key stage 2 is well below average and below average in phonics (letters and the sounds that they make) in key stage 1.
- Disadvantaged pupils do not consistently make sufficient progress to close the remaining differences between their achievement and that of other pupils.
- Levels of absence are much higher among disadvantaged pupils than they are for other groups at the school.

## Full report

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

- Raise attainment in phonics, in particular by building on the very successful practice now established in the early years.
- Raise the pupils' attainment by the end of key stage 2 by:
  - assessing the most able pupils' progress incisively, in order to enable them to reach the highest standards of which they are capable
  - ensuring that the rapid rates of progress made by disadvantaged pupils in some year groups are replicated in all
  - tackling the higher rates of absence among disadvantaged pupils, in particular by securing good engagement with parents.

## Inspection judgements

### Effectiveness of leadership and management is good

- The determination and drive of the headteacher, senior leaders and the governing body to improve the school are almost palpable. Nowhere is that more apparent than in their unremitting and successful work to make sure that a clearly espoused set of core values is reflected in every aspect of what the school does.
- That drive is translated also into systematic and focused work that has resulted in rapid improvements in the quality of the early years provision, which has been a prelude to work that is now pressing improvements in the quality of teaching progressively throughout the school. The process has been started very effectively, though it is not completed and senior leaders give no sense of stopping.
- The senior leaders blend together effectively activities to check on the quality of the school's work and how well the pupils are doing, with opportunities for the staff to develop their skills and knowledge and for reviewing the staff's performance. The result is a culture of improvement, with demonstrable impact on the quality of teaching.
- The senior leaders exploit a productive relationship with the multi-academy trust well as part of that culture of improvement. The relationship has helped the senior leaders and the governing body to stay focused on clearly expressed and appropriate priorities for improvement.
- The school's curriculum is broad and balanced. It contributes significantly to the pupils' positive attitudes to learning and, subsequently, to the good progress that, typically, they make.
- The school's approach to the pupils' spiritual, moral, social and cultural development and the way in which it promotes fundamental British values are subtle, but deliberate and very effective. Notable examples observed by the inspectors included: a lesson in which the pupils were learning about ideas of justice and how the legal system operates and about the need to respect differing points of view, through work that was ostensibly about a poem, 'The highwayman'; another lesson in which the pupils were exploring notions of freedom and various cultural values as represented in the national anthems of different countries and using what they learned to suggest new verses for the Queen's Hymn.
- As a result of that approach, the pupils develop quickly into respectful, tolerant and thoughtful young people, ready to make a positive contribution to modern British society.
- The school uses the pupil premium (additional funding from the government for pupils who may be disadvantaged in their learning) and the physical education (PE) and sports premium in carefully considered and sometimes creative ways. The progress of the pupils eligible for the pupil premium is improving and senior leaders reflect carefully on the impact of different things on which they have spent the funding. The school has not prepared, or published, however, clear and incisive evaluations of the impact of its use of either fund.
- Senior leaders are working determinedly to increase the school's partnerships with parents. Parents' evenings are well attended. The school has doubled the proportion of parents of pupils who have special educational needs and/or disabilities taking part in the reviews of their children's progress, so that most of these parents do so now. Less successful have been its efforts to get the support of parents of the disadvantaged pupils whose attendance is not good.
- **The governance of the school**
  - The governing body ensures that the central values and ethos of the school remain at the forefront of the school's work.
  - It is well informed about the full range of the school's work and takes appropriate steps to ensure that it remains so.
  - It monitors the progress of different groups of pupils carefully, questions senior leaders appropriately and, in so doing, prompts appropriate action to bring about improvements.
  - Members of the governing body have been instrumental in helping the school to improve the provision for pupils who have special educational needs and/or disabilities and for pupils who speak English as an additional language.
  - The governing body monitors how the school spends additional funding received for disadvantaged pupils and holds senior leaders to account for the impact of that spending.
  - The governing body oversees the school's safeguarding arrangements by reviewing and updating essential policies regularly, so that they remain in line with government guidance.
- The arrangements for safeguarding are effective. Safeguarding is given a high priority in the daily work of the school. The staff are vigilant and operate the school's procedures for reporting any concerns. They

are kept up to date through regular and planned training, including, for example, in relation to the 'Prevent' duty. Recruitment records are maintained robustly. The leaders and managers work well with external agencies to make sure that pupils who may need additional help are able to get it and relevant files kept by the school are of good quality.

## **Quality of teaching, learning and assessment** is good

- The variety of tasks, approaches and topics used by the teachers captures and sustains the pupils' interest. As a result, the pupils respond well, focus and concentrate on their work and, typically, make good progress.
- The pupils are given feedback on their work that helps them to improve. For example, the 'fix it' comments that they are given help them to be clear about what exactly they need to do better and they like very much using a green pen to make the improvements; a simple technique, which, in this instance, works well to motivate the pupils to undertake a task that they might otherwise find dull and routine.
- Lessons are planned carefully, with evident thought to the structure and sequence of work. The pupils are guided progressively through the things that they need to do, leading to secure progress.
- The teachers encourage the pupils successfully to reflect on their learning. The pupils' learning is consolidated as a result, and the pupils develop an impressive confidence and eloquence when explaining what they have learned. For example, the teachers make good use of 'visualisers' to demonstrate learning in examples of the pupils' work, or to show the pupils how they can increase their knowledge and skills.
- Consequently, the pupils show determination and become resilient learners. They are very clear about how well they are doing and what they need to do next. As one pupil put it, 'I meet my targets, then I get new ones'; and so the process maintains a momentum for learning.
- The teachers identify pupils who may be falling behind and take appropriate action accordingly.
- The most able pupils make good progress, assisted by the fact that the teachers plan work that is progressively more difficult and use the time in lessons effectively; as one pupil put it, 'We don't do too much recapping. We get on with it.' These pupils find the lessons stimulating. Sometimes, the teachers do not recognise when the pupils could more quickly get to an even higher standard than the one that they have reached.
- The pupils who have special educational needs and/or disabilities make good progress as a result of a combination of work adapted to their needs, plentiful opportunities to work alongside their peers and effective additional support, when appropriate.
- The teaching places a lot of emphasis on literacy and numeracy, but not at the expense of broader learning. The teachers blend various different aspects of learning creatively and extract a wide range of learning in a variety of ways. In one example, the pupils were learning well in a lesson about how to use persuasive language by drawing on a visit that they had made to a zoo.
- Occasionally, the teachers do not extract the maximum progress possible for all pupils, as, for example, during guided reading sessions, or by not insisting on the highest standards of presentation at times when that really matters, such as in some work in mathematics.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote the pupils' personal development and welfare is good. Those parents who responded to the inspection survey, who spoke with inspectors, and who have responded to the school's survey of their views, confirm predominantly that their children are looked after well.
- Risk assessments are carried out well, including for routine activities such as swimming lessons, but also for individual pupils who may have particular needs, such as pupils who have special educational needs and/or disabilities.
- The pupils feel safe at the school and enjoy being there, including the most able pupils, pupils who have special educational needs and/or disabilities, disadvantaged pupils, and others from the diverse backgrounds represented at the school. None of these groups, who may, in other circumstances, be potentially at risk of bullying, raised any concerns with the inspectors.
- The pupils are quietly but unequivocally proud of the way that the school reflects its core values of respect and consideration for others. This is the direct result of the efforts of the whole staff.
- The pupils learn how to keep themselves safe. They spoke confidently about such matters, referring in

detail to work that they have done with the National Society for the Prevention of Cruelty to Children, the ways in which the school has responded to incidents in the past, the things that they know they need to do if they come across something worrying on the internet and what not to do when using social media, and aspects of fire safety learned from working with the fire service.

- The staff are vigilant about potential concerns regarding individual pupils and leaders and managers work effectively to make sure that any pupils who need it get appropriate support from external agencies.
- Overall, the pupils' attendance is average. The school has worked successfully to reduce significantly previously high levels of absence among pupils who have special educational needs and/or disabilities.
- The school's work to involve the parents of disadvantaged pupils in support of good attendance has been less successful than for the pupils who have special educational needs and/or disabilities and absence rates among this group remain too high.

### **Behaviour**

- The behaviour of the pupils is good. The atmosphere around the school is calm and orderly. That remained the case even during a very wet break during the inspection, when the pupils had to stay in classrooms.
- The school's policies and procedures for promoting good behaviour and for dealing with misbehaviour are very effective. Above all, the staff reinforce the school's core values constantly. The school can point to examples of action that it has taken that have resulted in reductions in misbehaviour, for example, through the work of the play leaders.
- The pupils understand the systems and procedures used by the staff well and take them seriously. They explain convincingly that no one wants to fall foul of the sanctions for misbehaviour.
- Instances of serious misbehaviour are few and even minor misbehaviour is rare, though not unknown, and little gets in the way of the smooth progress of lessons. The pupils can switch off, if the work is not sufficiently engaging, but they do not tend to disrupt others.
- Bullying is equally rare. The pupils explained to the inspectors in no uncertain terms how racism and homophobic language are contrary to the school's values.

### **Outcomes for pupils**

**are good**

- Generally, the pupils make good progress, although their attainment by the end of key stage 2 is below the levels expected for their age.
- The pupils' attainment by the end of key stage 1 has been well below average. Currently, a clear majority of the pupils is working at levels more like those expected for their age.
- The proportion of pupils meeting the required standard in the Year 1 phonics check is below average. The pupils catch up a bit by the end of Year 2 and the extent to which they do so has improved markedly this year, but they remain below average.
- Currently, all groups of pupils are making better rates of progress than previously and that is apparent in their books.
- The pupils who have special educational needs and/or disabilities now make good progress also, as a result of successful work by the school to tackle past underachievement.
- The pupils who speak English as an additional language and the most able pupils make among the strongest rates of progress of any groups at the school. Nevertheless, that is not sufficient currently to enable the most able pupils to achieve standards similar to their peers nationally.
- The pupils who are eligible for the pupil premium have to date made a little less progress than other pupils at the school, but not by a wide margin. Currently, these pupils are making at least similar rates of progress to their peers and, in some year groups, more progress than their peers. Clearly, things are improving, but the remaining variations mean that gaps between the standards achieved by these pupils compared with others are not reducing consistently.

### **Early years provision**

**is good**

- The early years provides a very stimulating environment that makes a substantial contribution to the children's learning. The fact that the children feel safe and enjoy being there is apparent in their confidence, when talking about what they are doing, the strong relationships that they form with each other and the staff, and their very good behaviour. In short, they blossom, a view confirmed to the inspectors by parents with whom they spoke.

- The children make good and sustained progress during their time in the early years. In 2015 and in 2016, they have reached a level above the national average, having started below the levels expected and particularly so with regard to their communication skills. Prior to 2015, the children were below average.
- The leadership of the early years is outstanding. It has transformed the provision in the relatively short space of time since the school became an academy, resulting in the very good and still-improving standard evident currently. High expectations are now well established, but the determination to achieve the highest standards remains uncompromising.
- The early years has been in the vanguard of the school's drive to improve. It provides now a very secure platform on which to build the further development of the main school.
- The children become confident, capable and well-motivated learners during their time in the early years, directly as a result of the way in which the staff look after them. They take part readily in the multitude of purposeful opportunities provided for them, often enthusiastically, and become absorbed in what they are doing. This, combined with extent to which they are now reaching levels above the average for their age, means that they are well prepared to enter key stage 1, and increasingly so.
- The staff pay attention assiduously to the full range of skills to be developed. They assess the children's learning needs closely and are astute in taking opportunities to extend the children's learning. For example, the children were observed making good progress counting in twos, a relatively difficult task, in 'the ice-cream shop', as a result of timely intervention by a teaching assistant.
- By using assessments well, the staff have been able also to reduce differences between the achievement of groups of children. For example, in 2015, the proportion of children eligible for free school meals reaching a good level of development exceeded the proportion of other children doing so, reversing the position in 2014. At the same time, however, the difference between boys and girls got bigger, with a smaller proportion of boys reaching that level, compared with girls.

## School details

<b>Unique reference number</b>	140842
<b>Local authority</b>	Derby City
<b>Inspection number</b>	10017519

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs T Sanders
<b>Headteacher</b>	Malcolm Hetherington
<b>Telephone number</b>	01332 344795
<b>Website</b>	<a href="http://www.bishoplonsdale.derby.sch.uk">www.bishoplonsdale.derby.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin.@bishoplonsdale.derby.sch.uk">admin.@bishoplonsdale.derby.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is slightly below average in size.
- It is part of the Derby Diocesan Academy Trust.
- It converted to being an academy in April 2014. At that time, the predecessor school was in special measures.
- The proportion of pupils known to be eligible for free school meals is above average.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- The proportion of pupils from minority ethnic groups is above average.
- The proportion of pupils who speak English as an additional language is below average, but rising.
- The proportion of pupils entering, or leaving the school at times other than the usual is above average.
- The school meets the government's current floor standards.
- The school does not meet requirements for the publication of specified information about the impact of its use of the pupil premium and the primary PE and sports premium on its website.

## Information about this inspection

- The inspectors observed lessons in all phases of the school and in all classes, accompanied sometimes by the headteacher. They also scrutinised examples of the pupils' work.
- The inspectors held meetings with leaders and managers, representatives of the governing body and with other members of staff. They met also with a representative of the academy trust.
- The spoke with pupils in groups, in lessons and around the school.
- The inspectors looked at the responses on Parent View, spoke with parents at the beginning of the school day and individually, when requested to do so, and looked at the results of surveys of parents' views carried out by the school.
- The inspectors looked at a range of documentation, including the school's development plan and self-evaluation, policies and records relating to safeguarding, records relating to the pupils' behaviour, the school's information about the pupils' achievement and attendance, and records of the activities of the governing body.

## Inspection team

Clive Moss, lead inspector

Dorothy Stenson

Her Majesty's Inspector

Ofsted Inspector

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