



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

**Bishopston Primary School
Bishopston Road
Bishopston
Swansea
SA3 3EN**

Date of inspection: November 2019

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Bishopston Primary School

Bishopston Primary School is in the village of Bishopston in the Swansea local authority. There are 254 pupils aged 3 to 11 years at the school, including 19 who attend part-time in the nursery. There are 11 classes, including two specialist teaching facilities for pupils with speech and language difficulties. There are currently no pupils in the foundation phase facility.

The three-year rolling average of pupils eligible for free school meals is around 5%, which is significantly below the average for Wales (21%). Most pupils are of white British ethnicity, with a few pupils from minority ethnic backgrounds. A very few pupils speak Welsh as a first language at home. The school has identified around 18% of pupils as having special educational needs. This is just below the national average of 21%.

The last inspection was in May 2012. The current headteacher was appointed in September 2018.

Further information is available from the Welsh Government My Local School website at the link below.
<http://mylocalschool.wales.gov.uk/Schools/SchoolSearch?lang=en>

Summary

The school is a happy and very inclusive community, which nurtures and celebrates pupils' achievements. Nearly all pupils behave well and are very friendly and polite. They concentrate well in lessons and are enthusiastic learners. Pupils enjoy coming to school and feel that the staff give them beneficial support. Pupils make purposeful progress from their starting points, including those with special educational needs and those in the specialist teaching facility. Most pupils develop their skills in literacy and numeracy well. Teachers develop a strong working relationship with pupils and give them interesting activities to undertake.

The headteacher's effective leadership sets a clear direction for the school. Members of staff work well together and this ensures that the school's provision has a positive impact on pupils' progress and wellbeing. The governing body has a thorough understanding of the school's performance and this enables it to challenge the school successfully.

Inspection area	Judgement
Standards	Good
Wellbeing and attitudes to learning	Good
Teaching and learning experiences	Good
Care, support and guidance	Good
Leadership and management	Good

Recommendations

- R1 Enhance the opportunities for pupils to use and develop their Welsh oracy skills beyond the designated Welsh lessons
- R2 Ensure that all teachers give pupils enough opportunities to write at length across the curriculum

What happens next

The school will draw up an action plan to address the recommendations from the inspection.

Main findings

Standards: Good

As pupils move through the school, most make good progress from their starting points. Pupils with special educational needs develop their skills, knowledge and understanding well in relation to their personal targets. All pupils in the specialist teaching facility make purposeful progress towards meeting their individual targets.

In all year groups, most pupils' oracy skills are effective. For example, in Year 2, pupils explain clearly how they study plants and leaves. In key stage 2, pupils explain their own work well and perform for a variety of audiences confidently. Many pupils express their opinions maturely and use a wide range of interesting vocabulary.

Standards of reading are good in both the foundation phase and in key stage 2. In the foundation phase, many pupils develop their reading skills successfully and use their phonic knowledge effectively to decode simple, unfamiliar words. By the end of Year 2, most pupils read fluently and accurately. Many pupils in key stage 2 are enthusiastic readers. They discuss their favourite books and authors and justify their choices clearly, for example when discussing various animal books. Most older pupils display effective higher-order reading skills when conducting their own research, for example when finding out about various organs in the body. They use an index and glossary successfully to find information.

In the foundation phase, most pupils make purposeful progress in their early writing skills. For example, in Year 2, they write effective recounts of a visit to the church and stimulating accounts of a local shipwreck. They spell high-frequency words accurately and punctuate simple sentences correctly. In key stage 2, many pupils produce interesting pieces of writing in a range of genres. For example, pupils in Years 4 and 5 produce engaging accounts of Florence Nightingale and Thomas Edison. Older pupils in Years 5 and 6 create stimulating discussions on school uniform and why there should be provision for pre-nursery children in the school. Standards of presentation and handwriting are generally good throughout the school. However, pupils do not always write extensively enough across the curriculum.

In the foundation phase, standards of Welsh are good. Most pupils understand and use simple words and phrases appropriately. In key stage 2, younger pupils read simple texts accurately and answer basic questions about the texts with suitable understanding. However, throughout the school, the majority of pupils do not extend their Welsh skills well enough by building on their previous learning. Pupils do not generally use Welsh well outside of designated Welsh lessons.

Most pupils make good progress in mathematics as they move through the foundation phase. In the nursery, most pupils learn numbers up to 10 quickly through a variety of interesting activities. For example, they use the outdoor area to count dinosaur footprints. In the reception, most pupils work confidently with numbers up to 20. By the end of the foundation phase, many pupils have a sound

grasp of number. They know the 2, 5 and 10 times tables and use this knowledge in practical contexts, for example when adding money in the shop.

Across key stage 2, most pupils' mathematical skills are effective. In Year 3, many pupils work with number confidently and solve whole number problems in multiplication and division well. In Year 5, most pupils add and subtract numbers up to two decimal places with consistent accuracy. By the end of the key stage, most pupils have a strong understanding of the relationship between factors, multiples and prime numbers and they calculate the mean, mode and median of a set of data successfully. Most use their number skills accurately. For example, Year 6 pupils interpret data from recycling facilities in Swansea carefully in order to calculate how much paper and cardboard are recycled during the year.

Most pupils develop their information and communication technology (ICT) skills successfully and transfer these skills confidently to their work in other areas of the curriculum. In the foundation phase, most pupils use a range of programs effectively. For example, pupils use an appropriate program to recreate fairy tales. By the end of key stage 2, many pupils use ICT successfully to search the internet for information. For example, many in lower key stage 2 present data in various graphs and record themselves as characters effectively. Older pupils produce presentations confidently, for example on lifeguarding and on 'all about me'. Throughout the school, pupils' understanding of e-safety is good.

Wellbeing and attitudes to learning: Good

Pupils' wellbeing is a strong aspect of the life of the school. Nearly all pupils enjoy coming to school and they are very proud of their achievements. The school's inclusive and caring ethos helps them to feel safe and they know whom to approach if they have any concerns. Nearly all pupils' behaviour is very good around the school and in lessons. Pupils are very polite to visitors, adults and other pupils and they play co-operatively with one another at lunch and break times.

Most pupils have a strong understanding of how to stay healthy by eating a balanced diet and drinking water. Most pupils appreciate the importance of keeping fit. They participate enthusiastically in regular physical exercise in school and during the broad range of extra-curricular activities available to them, such as football, netball and dance.

Pupil voice is an integral part of school life. There is a wide range of pupil voice groups, including the school council, wellbeing and eco committees. Key stage 2 pupils play an active part in the decision-making process of school life. For example, they suggested that surfboards should be painted on the toilet walls and they instigated the 'big pedal' week when pupils are encouraged to cycle to school. Pupils take their responsibilities seriously and carry out their duties effectively. For example, prefects monitor the behaviour of pupils as they line up on the yard. Most pupils have an appropriate understanding of how to keep safe online and there are informative displays and posters around school to remind pupils.

Most pupils develop a beneficial understanding of the differences between right and wrong through their awareness of values promoted by the school. They have positive attitudes to learning and demonstrate real enjoyment in lessons. For instance, they are very interested in their recent 'missions' projects where they have increasing opportunities to contribute to their learning. Most pupils focus and concentrate well during lessons and work well in groups and individually. Pupils in the specialist teaching facility relate well to one another and respond well to instructions and requests from staff.

Attendance rates have improved recently and most pupils respond positively to the school's celebration of regular attendance. Most pupils are punctual at the start of the school day.

Teaching and learning experiences: Good

Teachers plan engaging lessons that suit pupils of different abilities well. Learning objectives are clear and teachers share these successfully with pupils in many classes. Many teachers make their expectations for the outcomes of activities explicit by sharing specific success criteria with pupils. This helps pupils to know what is expected of them and to produce work to the required standard. Teachers and teaching assistants ask skilful, probing questions which deepen pupils' understanding and develop their thinking skills effectively. Teachers in the specialist teaching facility collaborate well to provide interesting learning experiences for pupils.

Working relationships between staff and pupils are strong in many lessons. Teachers create a stimulating learning environment where pupils feel confident to ask questions and to explore ideas. Teachers manage pupils' behaviour well in lessons and nearly all pupils are attentive and respectful. Many teachers provide effective verbal and written feedback and pupils generally respond well to these comments. Pupils have beneficial opportunities to assess their own work and that of others. In many classes, teachers set pupils appropriate individual literacy and numeracy targets, which help them to achieve the next stage of their learning.

Teachers provide a variety of stimulating learning experiences based on interesting themes, such as 'blood, bones and guts'. The school is taking purposeful account of the principles of the new curriculum for Wales and teachers involve pupils increasingly in planning their learning. For instance, teachers provide rich opportunities for pupils to contribute actively to the planning of the afternoon 'missions' sessions.

The school is effectively developing the foundation phase. There is a sensible balance between teacher-led tasks and activities that pupils choose to investigate. The school has successfully enhanced the outdoor areas to create a stimulating learning environment. For example, the forest area provides many exciting opportunities for pupils to explore the natural world.

Throughout the school, pupils have suitable opportunities to apply their literacy, numeracy and ICT skills across the areas of learning. For example, pupils in Years 4 and 5 research the story of Rama and Sita and the legend of the lady of the lake. However, on occasions, a few teachers rely too heavily on pupils completing

worksheets, and this means that pupils do not have enough opportunities to extend and practise their extended writing skills.

The school promotes the history and culture of Wales effectively and provides a clear focus on the Welsh heritage of various local places of interest. For example, older pupils visit Castell Henllys and the Urdd centre at Llangrannog. The school celebrates St David's Day with a Cymanfa Ganu and there are valuable opportunities for pupils to study various aspects of Welsh history, such as Owain Glyndwr and the Welsh Knot. There are also regular opportunities for pupils to study the work of Welsh artists, musicians and authors. However, there are not enough opportunities for pupils to use and improve their Welsh oracy skills throughout the day.

Care, support and guidance: Good

The school is an inclusive, welcoming community where staff give pupils effective care and support. Staff know their pupils well and respond sensitively to their social and emotional needs. Pupils have worthwhile opportunities to develop their understanding of spiritual, moral, social and cultural issues during classroom activities and assemblies. For example, in an inspiring assembly, pupils learn of other children less fortunate than themselves who live in war-torn countries. The teaching of important values is an integral part of school life and staff promote pupils' understanding of world peace and friendship successfully.

The school has a purposeful tracking system in place so that teachers can monitor and analyse the attainment and achievement of pupils as they move through the school. The system tracks all groups of pupils, and staff use the information well to inform their planning and to identify those pupils who require additional support. Staff track the impact of various interventions carefully. The headteacher also meets teachers through the year to discuss rigorously the progress of all pupils.

There is a wide range of valuable provision to meet the needs of pupils who have special educational needs. The school monitors the provision well and ensures that all pupils have suitable individual educational plans, which are reviewed regularly with pupils and their parents. Skilled teaching assistants provide effective care and support to ensure that pupils with special needs integrate well into the daily life of the school.

There are beneficial arrangements to promote healthy eating and drinking by pupils. The school provides a wide range of sporting activities, which help pupils to undertake regular exercise, for example yoga, football and skateboarding.

The school has forged a strong professional partnership with parents and carers, who are regular and welcome visitors to the school. Parents value the school's open door policy which offers suitable opportunities for parents to express their views or to raise any concerns. The school communicates information to parents about the life of the school effectively through a variety of methods, including informative newsletters and regular questionnaires.

The headteacher and staff promote the importance of regular attendance well. As a result, the attendance rate has improved over time. Recent strategies, such as the prize draw, are effective in encouraging pupils to attend school regularly.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Leadership and management: Good

The headteacher provides effective strategic direction for the school. He has a clear vision for the future development of the school based on securing a high level of pupil wellbeing and achievement. The core management team is very committed to promoting teaching and learning of high quality. They work well together and share the headteacher's values and aims. They have an extensive range of skills and expertise and have clear roles and responsibilities. Support staff are an integral part of the school team and contribute successfully to improving pupils' standards, wellbeing and social skills.

The school has robust performance management procedures allied to a broad range of purposeful training and development opportunities for staff. These link well to school priorities, individual training needs and professional aspirations. For example, the leader of the foundation phase has undertaken action research work to improve child-led learning and this is having a positive impact on pupils' ability to learn. The strong focus on professional learning reflects the high priority that leaders place on developing the knowledge and skills of all staff.

The school has effective links with other schools in the local cluster and teachers visit these to see best practice. The headteacher has introduced 'amser i rannu' to bring schools in the local cluster together to share good practice. Close professional links with outside agencies help staff in the specialist teaching facility to extend their skills and knowledge. For example, the class teacher is currently studying for a diploma in counselling in order to improve pupils' emotional wellbeing.

Leaders have a thorough understanding of the school's strengths and areas for improvement. They use information from rigorous and extensive self-evaluation processes, such as book scrutiny, lesson observations and analysis of information on pupil performance, to identify key areas for improvement accurately. Pupil voice is important to leaders and various pupil groups play a purposeful role in the self-evaluation process. The school's development plan arises directly from the self-evaluation process and sets out the main priorities for improvement clearly.

The governing body is effective and supportive of the school's work. Governors have a sound understanding of the school's strengths and areas for improvement. They regularly discuss school development priorities and consider their impact on pupils' progress carefully. Governors embrace new initiatives and respond positively to change. As a result, they succeed in supporting and challenging the school successfully.

Senior leaders monitor the school's finances carefully and match spending closely to school development priorities. The school has accumulated a relatively large budget surplus over recent years. However, currently the school has a large deficit. The school has an appropriate level of staffing and makes effective use of the pupil development grant to provide additional support for vulnerable pupils. As a result, the targeted pupils make good progress from their individual starting points.

Evidence base of the report

Before an inspection, inspectors:

- analyse the outcomes from the parent and pupil questionnaires and consider the views of teachers and the governing body through their questionnaire responses

During an inspection, inspectors normally:

- hold a meeting with parents to hear their views on the school and its effectiveness
- meet the headteacher, governors, senior and middle leaders (where appropriate) and individual teachers to evaluate the impact of the school's work
- meet pupils to discuss their work, to listen to them read and to gain their views about various aspects of their school
- meet groups of pupils in leadership roles, such as representatives from the school council and eco-committee
- visit a broad sample of classes, including learning support groups and undertake a variety of learning walks to observe pupils learning and to see staff teaching in a range of settings, including classrooms, support groups and in outdoor areas
- where appropriate, visit the specialist resource base within the school to see pupils' learning
- observe and speak to pupils at lunch and break times and at a sample of after-school clubs, where appropriate
- attend assemblies and daily acts of collective worship
- look closely at the school's self-evaluation processes
- consider the school's improvement plan and look at evidence to show how well the school has taken forward planned improvements
- scrutinise a range of school documents, including information on pupil assessment and progress, records of meetings of staff and the governing body, information on pupils' wellbeing, including the safeguarding of pupils, and records of staff training and professional development

After the on-site inspection and before the publication of the report, Estyn:

- review the findings of the inspection alongside the supporting evidence from the inspection team in order to validate, moderate and ensure the quality of the inspection

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

Estyn evaluates a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Strong features, although minor aspects may require improvement
Adequate and needs improvement	Strengths outweigh weaknesses, but important aspects require improvement
Unsatisfactory and needs urgent improvement	Important weaknesses outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

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