

Bishopswood Junior School

Inspection report

Unique Reference Number	116013
Local Authority	Hampshire
Inspection number	357865
Inspection dates	11–12 November 2010
Reporting inspector	Brian Evans

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mr Julian Burt
Headteacher	Mrs Ann Morrow
Date of previous school inspection	12 February 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 20 lessons and parts of lessons and observed all teachers at least once. Meetings took place with the Chair of the Governing Body and a number of governors, staff, parents and carers, and groups of pupils. The inspection team observed the school's work and looked at documentation which included the school development plan, assessment information, safeguarding documentation, curriculum planning and samples of pupils' work. Inspectors analysed the results of 57 questionnaires completed by parents and carers, and took account of the views expressed in pupil questionnaires.

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

- Does inspection evidence support improvement in writing?
- How effective are strategies to improve attendance?
- How effective are middle managers in sustaining recent improvements in the future?

Information about the school

Bishopswood Junior School is an average- sized school that serves a small town near the Hampshire/Berkshire border. The large majority of pupils are White British with others coming from a variety of minority ethnic groups. The proportion of pupils who have special educational needs and/or disabilities is in line with the national average. There are a few pupils at the early stages of learning English. The school has the Healthy School Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Bishopswood Junior is a good school. Two learning priorities, mathematics in 2008 ♦ 2009 and writing in 2009 ♦ 2010, have resulted in a marked upward trend in attainment throughout the school. The success of these two initiatives underpins pupils' good learning and progress. The headteacher and all teaching and support staff work effectively together to provide equal opportunities for all pupils. Pupils enter the school with broadly average basic skills and most leave at the end of Year 6 with attainment that is significantly above average in mathematics and average in English. Behaviour is outstanding and this is a key factor in the good progress made by pupils. Pupils are very knowledgeable on health-related issues and the school council takes an active interest in healthy food and lifestyles through its own surveys. Pupils are equipped with the good social and academic skills necessary for them to meet the challenges of life later in secondary school.

The governing body plays a full part in the life of the school and, together with the School Improvement Partner, provides good challenge and support to senior managers and staff. The school effectively promotes pupils' understanding and respect of communities both locally and further afield. Senior managers are exploring ways of identifying more clearly the diversity of populations within the United Kingdom in order to further promote community cohesion. Parents and carers fully support the direction in which the school is moving. A parent wrote, 'I have been very happy with the love and support that both my children have received at the school ♦ the head and staff are very happy and receive excellent support from teaching assistants and support staff.' Self-evaluation is very thorough and honest. Safeguarding procedures and their impact are good on a much larger than average site. Attendance is average but the procedures for following up absenteeism are very rigorous. All the above factors indicate that the school has a good capacity for sustained improvement.

Consistently good teaching, supported well by individual withdrawal sessions and in-class support, has the impact of accelerating pupils' progress well. The school's assessment and tracking systems monitor individual performance closely and teachers use this information well in their planning. Data show that pupils of all levels of ability, including those who have special educational needs and/or disabilities and the few who speak English as an additional language, are making good progress. The curriculum is good and opportunities for pupils to apply their skills in interesting and purposeful situations have contributed to improved attainment and progress. Nevertheless, the school recognises that more has to be done to fully develop this approach. The good care, support and guidance for the individual pupil and excellent behaviour are key elements in supporting the good achievement patterns.

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What does the school need to do to improve further?

- extend the curriculum in line with the best practice in the school to increase opportunities for pupils' to use their basic skills in numeracy and literacy for a real purpose
- extend opportunities for pupils to understand and respect the diversity of communities and cultures within the United Kingdom.

Outcomes for individuals and groups of pupils

2

Progress seen in lessons and pupils' exercise books shows that they achieve well, especially in mathematics and writing. Pupils who have special educational needs and/or disabilities make good progress because there is good practice in setting tasks that match their learning needs. Teachers and well-trained learning support staff effectively encourage and support pupils through designing tasks that meet their different needs. This was exemplified in an outstanding Year 6 lesson on writing where work effectively built on pupils' prior learning. Higher-attainers were not held back by the teacher's introduction and got on with their task immediately. Pupils of all ability levels were very clear about their individual targets, which were prominently displayed in front of them. Excellent learning therefore took place because pupils were well-informed about what they needed to do to improve their writing. Many were ambitious to achieve above-average levels of work. The task generated very good pace, leading to good progress, with pupils clearly learning much from each other.

Spiritual, moral, social and cultural development is promoted well by school assemblies which raise pupils' self-esteem and enable them to have the confidence to speak to their peers. The Remembrance Day assembly was very moving and included some good whole-school singing. Pupils speak very highly of the support they receive and are polite and well-mannered in welcoming visitors to the school. A key element in their excellent behaviour is the role of the behaviour manager, a member of the support staff. Teachers and support staff confirm that his relationships with the pupils and with them are such that behaviour issues are nipped in the bud before they become serious. Pupils state that any bullying or name-calling are dealt with very quickly. One pupil commented, 'Success through caring is our motto and it is followed here.' The school council contributes in many ways to the life of the school. Some examples include raising funds for a variety of children's charities and its link school in Uganda.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers and teaching assistants display good subject knowledge. Planning makes good use of their assessment so as to meet the needs of different groups of pupils. Marking is constructive and pupils routinely respond well to the comments which help them to move forward. In an excellent Year 5 numeracy lesson, the tasks were highly engaging and well-designed to enable all pupils to make good progress. More-able pupils were encouraged to set their own targets, while less-confident pupils had simpler target cards to guide them. Pupils understood the importance of assessing their own work and that of others, shown as they evaluated their learning and progress at the end of the lesson. Not all teaching is of this calibre, but lesson observations by senior staff are reinforcing good practice in matching tasks to individual or group needs across the school.

The curriculum is good and developing well. Leaders recognise that, although a positive start has been made, they have further to go in providing opportunities for pupils to apply their literacy, numeracy, and information and communication technology skills across the curriculum. Nevertheless, the school's topic-based approach motivates and engages pupils well. For example, the Second World War topic of rationing gave rise to different perspectives from boys and girls. Participation levels are very high in extra-curricular activities before school, at morning and lunch breaks, and after school. For example, in the half hour before school there is a judo club attended by 20 pupils, taught by a qualified judo teacher. All pupils enjoy numerous visits and visitors that make learning

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meaningful. These include a residential experience for older children. The school has a climbing wall which generates an enthusiastic response from pupils. There are also mathematics and writers' clubs, cooking and a 'mind lab' for gifted and talented pupils.

Vulnerable pupils experience success because of carefully matched individual learning programmes and the good partnership with external agencies. Teachers and support staff provide good care, guidance and support and work regularly alongside parents and carers to improve their children's attendance and emotional health. Pupils happily turn to a member of staff or to the behaviour manager when they have a problem. Staff on reception greet parents and visitors with sensitivity and understanding and are a very important link between them and the teaching and support staff.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is a strong, motivating force throughout the school. Her senior leadership team work very closely with her and have complementary strengths. The impact of their leadership can be seen in the good progress made by pupils and the creation of a school ethos that is friendly, welcoming and mutually supportive. Statutory duties are reviewed regularly and meet requirements, including the good procedures relating to safeguarding. Policies and their impact are reviewed and updated regularly to ensure that they reflect the best practice and are followed consistently by all staff. Good promotion of equal opportunities leads to harmony across all ethnic groups and has improved the performance of pupils who need additional support.

The quality of teaching is carefully monitored by senior staff, with lesson observations identifying aspects that need to be followed up and supported. Professional support and staff training days are regularly used to raise awareness of child protection and teaching and curriculum issues. Relationships throughout the school are excellent. The school has good partnership with parents and carers. Governors carefully examine the impact of policies on the school's work and hold the school to account for its performance. The promotion and impact of community cohesion has some outstanding features in terms of the local community. Pupils also study and understand that communities and cultures in other parts of the world can be different. The diversity of lifestyles within the United Kingdom is not yet well developed and this is one of the priorities in the school development plan.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

In their responses to the questionnaire, all parents and carers state that their children enjoy school and feel very safe. The overwhelming majority of parents and carers were positive about the school and its impact on their children's well-being. The quality of pastoral care, the curriculum and opportunities for extra-curricular activities were highly praised. In their comments, a very small minority of parents and carers expressed concern about behaviour and insufficient information for them to support their children's learning. During the inspection, inspectors found behaviour to be excellent and that there were clear procedures for parents and carers to approach the school about their children's work and how they could support this.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishopswood Junior 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	67	19	33	0	0	0	0
The school keeps my child safe	37	65	20	35	0	0	0	0
My school informs me about my child's progress	26	46	27	47	1	2	1	2
My child is making enough progress at this school	35	61	18	32	1	2	2	4
The teaching is good at this school	29	51	24	42	1	2	2	4
The school helps me to support my child's learning	28	49	24	42	2	4	2	4
The school helps my child to have a healthy lifestyle	30	53	26	46	1	2	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)	27	47	26	46	1	2	2	4
The school meets my child's particular needs	27	47	26	46	2	4	1	2
The school deals effectively with unacceptable behaviour	26	46	23	40	6	11	2	4
The school takes account of my suggestions and concerns	21	37	26	46	6	11	2	4
The school is led and managed effectively	33	58	20	35	1	2	1	2
Overall, I am happy with my child's experience at this school	37	65	19	33	0	0	1	2

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



15 November 2010

Dear Pupils

Inspection of Bishopswood Junior School, Tadley RG26 3NA

I am writing to let you know how much we enjoyed our visit to your school. You will be pleased to learn that we judge Bishopswood Junior to be a good school.

These are the main findings of our inspection.

- We found that your behaviour was excellent and that you understand how to live a healthy lifestyle. You told us personally and through your questionnaire responses that you enjoy school and feel very safe. We could see this in your enthusiastic approach to learning and the good progress you are making in the classroom and around the school.
- The very high levels of care, guidance and support provided by the school allow you to flourish as learners and develop high levels of independence. The partnerships between the school, your parents and carers, and yourselves are good.
- We were impressed by the school council and by the way you contributed to events in and outside school, in the local community, and in Uganda.
- Teaching is good, including some that is outstanding.

Over the past two years, you have made good progress in mathematics and in writing. We have asked the school to give you more opportunities to use your good skills in literacy, numeracy, and information and communication technology across the topics that you now study. Teachers will also be making sure that you have a wider knowledge and understanding of other communities and cultures in parts of the United Kingdom, outside of your local area.

We know that you will continue to work with your teachers and all adults to maintain your enthusiastic approach to learning.

Yours sincerely

Brian Evans

Lead inspector

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