

Bomere Heath CofE Primary School

Inspection report

Unique reference number	123495
Local authority	Shropshire
Inspection number	380670
Inspection dates	26–27 April 2012
Lead inspector	Susan Barkway

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Tim Page
Headteacher	Rose Canham
Date of previous school inspection	21 September 2006
School address	The Crescent Bomere Heath SY4 3PQ
Telephone number	01939 290359
Fax number	01939 290359
Email address	admin.bomereheath@shropshirelg.net

Age group	4–11
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Introduction

Inspection team

Susan Barkway

Additional Inspector

This inspection was carried out with two days' notice. The inspector visited nine lessons, spending approximately three and a half hours in classrooms, and observed all teachers. In addition, the inspector heard pupils read and scrutinised their workbooks. Meetings were held with the Chair of the Governing Body, staff and pupils. The inspector took account of the online questionnaire (Parent View) in planning the inspection. Questionnaire responses from 70 parents and carers were analysed, together with 90 responses from pupils and 23 from staff. The inspector scrutinised the arrangements and records kept by the school to safeguard pupils, including those of the after-school club. She also looked at the school's self-evaluation and improvement plan, as well as assessment data that teachers use to monitor pupils' progress.

Information about the school

The school is a smaller-than-average primary school. Almost all pupils are of White British heritage and only a very small number of pupils are at the early stages of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is broadly average. The main areas of additional need include specific learning difficulties, such as speech, language or communication difficulties, behaviour, emotional and social difficulties and physical disability.

Pupils' attainment meets the current government floor standard for primary schools, which set the minimum expectations for their attainment and progress. The school runs an after-school club, which was inspected as part of this inspection.

Since the last inspection, the school has undergone significant staffing changes. However, over the last eighteen months, there has been a period of stability.

The school has gained the Gold Quality Mark for Special Educational Needs provision and a Design and Technology 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not outstanding because there are some inconsistencies in the quality of teaching. In addition, although there are strong and effective systems for tracking pupil progress, target setting is not always used effectively to identify the next steps for pupils' learning.
- Achievement is good. By the end of Year 6, attainment in reading, writing and mathematics is above average and pupils' progress from their starting points is good. These standards have been maintained over the last three years.
- Teaching is good. Teachers have high expectations of pupils and use a range of strategies to engage and motivate them. In most lessons, work is well matched to the needs of the pupils and expectations for learning are clear. However, in some lessons, intended learning outcomes are not used effectively to ensure tasks are focused and provide appropriate challenge for all pupils.
- Pupils are very well behaved and courteous. The school is a safe, calm and orderly community where pupils enjoy learning. The school's use of techniques for managing behaviour is particularly effective in encouraging pupils to take responsibility for their own behaviour. Parents agree that behaviour is good and that their children feel safe.
- Leaders have a clear vision for the school and high expectations of what every pupil and teacher can achieve. Through robust analysis of performance and accurate tracking information, senior leaders pinpoint any potential underachievement and careful monitoring ensures that interventions are having a positive impact on pupil outcomes. Senior and middle leaders are very clear about their responsibilities and make a good contribution to school improvement. The school's promotion of spiritual, moral, social and cultural development enables pupils to thrive in a supportive, cohesive learning community.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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What does the school need to do to improve further?

- Further improve the quality of teaching by ensuring that:
 - all lessons provide sufficient opportunities for pupils to be engaged in well-paced lessons where work is carefully matched to their needs
 - pupils understand how to be successful in their learning.

- Develop further the procedures for target setting by ensuring that:
 - a consistent approach is used throughout the school
 - target setting identifies a structured progression for each pupil's learning
 - pupils know how well they are doing and what they need to do to improve further.

Main report

Achievement of pupils

The great majority of parents and carers have very positive views about the progress their children make at the school and agree with the inspector that achievement is good. Pupils make good progress in relation to their starting points and there is no significant difference in the achievement of different groups. In particular, the school is very effective in narrowing the gap between the attainment of disabled pupils or those who have special educational needs and all pupils in the school. This is because of early identification of needs, well-targeted and appropriate intervention and careful tracking of progress.

Attainment on entry to the school is broadly average. All children make at least good progress throughout the Early Years Foundation Stage. The great majority of children currently in the Early Years Foundation Stage are on target to achieve age-related expectations across all six areas of learning of the early years curriculum, with a significant number on target to achieve above age-related expectations. This is a result of consistently good teaching, well-planned interventions, regular, ongoing assessment and rigorous tracking of progress.

The good progress continues through Key Stage 1. Although the proportion of pupils attaining higher than expected levels was lower in 2011 than in previous years, pupils currently in Key Stage 1 are making good progress, as shown by the school's tracking data and inspector's evidence from lesson observations and work scrutiny. Almost all pupils at the end of Key Stage 1 are able to use a range of strategies, including the use of letter sounds, to read and spell words, and their writing skills are developing well. For example, in one lesson, pupils were able to write confidently about the life cycle of a butterfly, using the correct sequence, a range of connectives and a mature vocabulary.

Attainment in reading, writing and mathematics at the end of Year 6 is good and

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pupils typically leave at least six months ahead of the national average. Most pupils read a variety of texts fluently and with understanding and older pupils are able to skim and scan for information and use this effectively in their writing. Most pupils apply their mathematical skills confidently to solve problems. For example, in one outstanding lesson, pupils chose a variety of methods to solve problems about 'dodgy deals'. Pupils knew what was expected of them and, as a result, were motivated and made excellent progress.

Occasionally, in lessons throughout the school, where the pace of learning was allowed to slow or activities lacked sufficient focus on the intended learning outcomes, some pupils did not achieve as well as they might. In addition, the lack of a consistent and progressive approach to target setting meant that individual pupils were not always aware of how well they were doing or how they might improve.

Quality of teaching

In the Early Years Foundation Stage, well-paced teaching that focuses on the basic skills of speaking and listening, reading, writing, counting and calculation ensures that children make good progress from their starting points. Teaching provides a good balance between adult-led and child-initiated activities. Children are developing independence by being encouraged to plan their day and they are showing their growing ability to concentrate on sustained activities. Accurate assessments enable staff to ensure that future planning takes account of children's needs.

Teaching, throughout the school, is characterised by good relationships. Teaching staff are enthusiastic and have secure subject knowledge. All pupils are keen to learn and respond positively to challenge, generally engaging well with the learning activities in the classroom. For example, in a topic lesson, pupils enthusiastically used the internet to research questions about Africa and confidently explained their answers. In most lessons, teachers use questioning well to assess understanding, plenaries are used effectively to consolidate or take learning forward and support assistants provide effective support with learning. The quality of intervention and support for disabled pupils and those who have special educational needs are particularly effective, with all teaching staff having a good understanding of how to help these pupils to progress well in their learning.

Lessons are planned thoroughly and usually meet the needs of all abilities. However, in less effective lessons, activities do not have a sharp focus, work is not well matched to pupils' different capabilities and it is not entirely clear to pupils what it is that they are expected to learn. When this happens, learning is slower and pupils are less engaged. Appropriate and regular homework contributes well to pupils' learning.

The quality of marking has improved since the last inspection and there are some good examples of marking being used to highlight pupils' achievements and identify next steps. In the best examples, success criteria are used to ensure that expectations are appropriate as well as to inform assessment and identify what else the pupil needs to do to move forward. However, this practice is not consistently

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used and, as a result, some pupils do not have a good awareness of their targets and are less sure of what they need to do to improve their work.

Almost all parents and carers agree that their child is taught well and that the school helps their child to develop skills in communication, reading, writing and mathematics. However, a small number of parents or carers comment that marking does not always show pupils how to improve their work and that parents are not always clear about the level at which their child is working or the progress made. The evidence from the inspection supports these views.

Behaviour and safety of pupils

Pupils say that they feel safe in the school and that they enjoy their lessons. All parents and carers agree that their child feels safe in the school. Almost all parents and carers agree with the inspector that behaviour is good.

Behaviour around the school is orderly and pupils are polite and welcoming to visitors. Pupils show respect for each other and are developing a mature understanding of how their actions can be perceived by others. A behaviour programme where pupils are taught strategies to 'stop, understand and move on' is used effectively to encourage pupils to take responsibility for their own behaviour. Pupils with behavioural difficulties are identified at an early stage and additional support is provided to ensure that their behaviour is managed well. In all lessons seen pupils showed positive attitudes to learning and, in the best lessons, pupils were involved, contributed well to partner or group work and concentrated when working independently. However, in less effective lessons some pupils were not fully engaged, becoming restless and not concentrating fully when the teacher was speaking or during the main teaching activity.

Bullying is rare and when it does occur it is followed up well. The school's log of bullying or racist incidents shows meticulous recording, well-thought through actions in response to the incident and careful follow-up to ensure that the issues have been resolved. Risk assessments to ensure pupil safety are completed appropriately and rigorously, and accidents are recorded and monitored.

Pupils' attendance is average. Pupils arrive at school and to lessons punctually and are keen to learn.

Leadership and management

The headteacher provides strong leadership and has high expectations for what every pupil and teacher can achieve. She has an accurate view of the school's strengths and a clear vision for improvement that is shared with all staff and the governing body. Senior and middle leaders provide good support and conscientiously contribute to school improvement. The governing body is well informed about the strengths and priorities for development and provides very good support and challenge to the headteacher and senior leadership team. Performance management

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procedures, combined with effective continuous professional development for teaching staff, have contributed well to improvements in teaching and pupils' learning. The progress made by senior leaders in improving teaching and achievement demonstrates the school's good capacity for sustained improvement.

The curriculum is broad and balanced and meets the needs of all pupils. It provides a secure platform to promote a successful progression to the next stage of education for all pupils. Careful consideration has been given to how literacy, numeracy and information and communication technology can be developed across the curriculum, and a wide range of after-school activities contribute to pupils' learning and social development. Spiritual, moral, social and cultural development is promoted well, for example through 'worship' assemblies, topics on Africa and Hinduism and the weekly social and cultural afternoons when pupils work in family groups, where children of different ages work together, to develop their understanding of personal, social and health education.

Parents are given good opportunities to be involved in the work of the school and to talk to teachers. For example, many parents attended a Design and Technology exhibition held during the inspection and many welcome the special needs surgery held once a week for any parent who wishes to discuss a concern. Nevertheless, parents do not receive sufficient information about the level at which their child is working and what they need to do next to improve their work.

The after-school club run by the school is managed well. Records are kept meticulously and school policies for health and safety followed rigorously. Incidents are logged and followed up appropriately. A wide range of activities is planned, such as cookery and board or team games, and the evidence is that pupils enjoy their time in the after-school club.

The school promotes equality and tackles discrimination when it occurs. Arrangements for safeguarding meet current requirements and ensure that pupils feel safe.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



30 April 2012

Dear Pupils

Inspection of Bomere Heath CofE Primary School, Bomere Heath, SY4 3PQ

Thank you very much for being so polite and welcoming when I visited your school. It was a pleasure to meet you and see how much you were enjoying your lessons. I was particularly impressed by your behaviour and the way in which you listened to your teachers and worked together in groups. I was pleased to hear that you are happy to come to school and you think that the school helps you to do as well as you can.

You achieve well and are making good progress with your reading, writing and mathematics. This is because teachers plan carefully and understand what you need to do to go to the next step in your learning. I enjoyed seeing the way in which children in Class 1 were planning and recording what they were going to do in their play activities and it was pleasing to see Class 2's writing about the life cycle of a butterfly and Year 3's work on suffixes. I also enjoyed talking to Class 4 about their research on the internet and was impressed by the way in which Class 5 used different methods to solve problems in mathematics.

You could make even better progress if teachers made sure that you always know exactly what you are expected to learn in a lesson. It would help if you had targets for progression, which were used by all teachers to ensure that you were able to move quickly to the next step in your learning. You can help by making sure that you look at what teachers say when they mark your work so that you know what you need to do to improve.

The headteacher, staff and governors have successfully made improvements since the time of the last inspection, making the school an even better place for you to learn. I wish you, your parents, carers, staff and governors the very best for the future.

Yours sincerely

Sue Barkway
Lead inspector

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