

Bishop Henderson Church of England Primary School

Farley Dell, Coleford, Radstock, Somerset, BA3 5PN

Inspection dates 17–18 July 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From starting points in Nursery which are below those expected of children of similar age, children make good progress throughout the Early Years Foundation Stage, and continue to do so in Key Stage 1 and Key Stage 2. As a result, pupils' achievement is good and has improved significantly since the last inspection.
- The well-being of pupils is given the highest priority, and the school is a welcoming, highly supportive and caring environment for pupils and their families.
- Pupils' behaviour and safety are good. Pupils respect each other and their teachers because they feel safe and well cared for.
- The quality of teaching is good. Teachers and teaching assistants know the pupils well and use this knowledge to move pupils' learning on at a good pace, so that pupils make consistently good progress in reading and writing. They also do well, over time, in mathematics.
- The headteacher has given a clear direction to the school for development and is well supported by senior leaders and the governors. Consequently, the school's pace of improvement since its last inspection has been good. It is well placed to improve further.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching across the school. The best practice in the school is not shared fully to help all teachers move their teaching to outstanding.
- Teachers in Key Stage 2 do not always use assessment information in mathematics to plan tasks that meet the needs of all pupils so that they all make quick progress in every lesson. As a result, progress in mathematics is not quite as steady and well paced as it is in reading and writing.

Information about this inspection

- The inspectors observed 12 lessons and parts of three further lessons, including one joint observation with the headteacher.
- Inspectors listened to pupils read and scrutinised their books.
- Discussions were held with the Chair and Vice-Chair of the Governing Body, the headteacher, senior leaders, staff and pupils, and there was a telephone conversation with a representative from the local authority.
- Inspectors examined a range of documents related to pupils' achievement, performance management, the school's self-evaluation and its development plan. Records relating to pupils' behaviour and safety were also checked.
- Inspectors took account of 26 responses to the Ofsted online questionnaire (Parent View) and the staff questionnaires. They also spoke to a number of parents and carers throughout the two days.

Inspection team

Shahnaz Maqsood, Lead inspector

Additional Inspector

Jennifer Cutler

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The majority of pupils are from White British families.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is well below the national average.
- The proportion of pupils who are known to be eligible for the pupil premium, which is additional government funding allocated to the school for pupils known to be eligible for free school meals, children looked after by the local authority or the children of forces families, is just below average. Currently, no pupils from forces families attend the school.
- The proportion of pupils supported by school action is below average.
- The proportion of pupils supported at school action plus or with or statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding by:
 - ensuring teachers use assessment information fully to plan tasks that meet the needs of all pupils in all lessons so that they make rapid and sustained progress through Key Stage 2, particularly in mathematics.
 - sharing further the best practice in teaching already in the school to assist all teachers in moving their teaching to outstanding.

Inspection judgements

The achievement of pupils is good

- Most children's skills and knowledge are well below those typical for their age when they join Nursery. They make good progress throughout their time in the Early Years Foundation Stage in their personal, social and emotional development, and in developing their communication and language skills, through a strong focus on talk. They also make good gains in their numeracy skills.
- By the end of Years 2 and 6, pupils are working at levels expected for their age, which is an improvement from the previous inspection, and some are exceeding these levels. This is due to the strong focus on developing pupils' reading and writing skills and, more recently, the successful intervention programmes in mathematics. Attainment is broadly average at the end of Year 6.
- Pupil premium government funding is used to provide effective additional support which enables pupils eligible for this to make good progress in English and mathematics. While the pupil premium pupils, as a group, were about a year behind others in both English and mathematics at the end of Year 6 in 2012, this gap has now narrowed significantly.
- Disabled pupils and those with special educational needs achieve as well as other groups, because staff know their needs well and effective additional support is provided.
- Pupils enjoy reading and are encouraged to read at home. The guided reading sessions are well planned and taught effectively to develop pupils' skills in reading accurately and comprehension. Pupils at the early stages of reading are effectively supported to develop a good understanding of letters and the sounds they make.
- In response to pupils' slightly slower progress in mathematics, leaders have put in place several intervention programmes which have resulted in a higher percentage of pupils making better than expected progress this year. In some mathematics lessons, pupils' progress slows on occasions when the activities are not accurately matched to the needs of all pupils.
- Parents and carers agree that their children are making good progress.

The quality of teaching is good

- Relationships between staff and pupils are very positive and they know the pupils well, creating a calm and purposeful environment in the classroom which is conducive to learning.
- Because of good teamwork and well-established routines in the Early Years Foundation Stage, children are happy and thrive in an active learning environment, making good gains in their learning, especially in communication skills.
- In the best lessons, pupils' imagination is stimulated by the use of interesting resources that excite and captivate them. In a Year 1 class, for example, when discussing what might be happening in some pictures, pupils contributed creative scenarios such as "I think the man and the turtle went to Antarctica." The teacher went on to use the imaginary situation that the pupils thought up to develop their language and writing skills well.
- Teaching assistants are well deployed by the teachers. They provide effective support for pupils' learning, especially for pupils with disabilities and those who have special educational needs.
- In some Key Stage 2 mathematics lessons, teachers do not use assessment information sufficiently to plan activities which support and challenge pupils of different abilities to the full. As a result, some pupils' progress slows. This is the main reason why progress in mathematics is not

quite as sustained and well paced as in reading and writing.

The behaviour and safety of pupils are good

- Pupils behave well in school. They generally have good attitudes to learning in lessons. However, when tasks are not sufficiently challenging their concentration wanes.
- Pupils are able to learn in a safe and caring environment. This is helping them to make good progress.
- Teachers and other adults in school manage the behaviour of pupils well, even those who have significant behavioural needs. One parent commented that the school's effective support for pupils with behavioural difficulties has resulted in her child learning to manage his own behaviour and gaining far more enjoyment of school than in the past.
- Pupils understand how to keep themselves safe. They feel the staff care for them, and that school is a safe and happy place to be.
- Pupils have a good understanding about all types of bullying, and they know who to speak to if it occurs, which is rarely. They gave inspectors examples of how effectively staff have dealt with bullying and "made it stop".
- Pupils are keen to come to school. Attendance is above average and punctuality is good.
- Parents and carers, and staff, agree that pupils behave well in school and are well looked after.

The leadership and management are good

- The headteacher has a clear vision for the school's development and is well supported by senior leaders. She has accurately identified areas for improvement and acted upon them. For example, strategies to improve achievement in mathematics are already proving effective. Nevertheless, leaders are not complacent and recognise that further action is necessary to ensure that progress in mathematics is as consistently good as that in reading and writing.
- Systems are in place to check the progress of individual pupils, and are used effectively to improve teaching and accelerate pupils' progress. However, these systems are not always sufficiently effective in identifying the achievement of different groups of pupils. The headteacher and governors have recognised this and have taken appropriate action. However, at this point, not all leaders and teachers make full use of information on the performance of groups, for example to make sure that mathematics teaching consistently meets all pupils' needs.
- Although the local authority now only provides limited support and advice because of the improvements made, its contribution is still greatly valued by the school.
- Monitoring of teaching is regular and shortcomings are being resolved. Performance management targets are closely related to pupils' achievement and teachers' pay.
- Equality of opportunity is promoted well by the school, which places value on all individual pupils. The school does not tolerate discrimination of any type and ensures that all pupils have equal access to the curriculum.
- The curriculum is effective in meeting pupils' needs and it promotes the development of pupils' social, moral, cultural and spiritual awareness well. Pupils' personal development and awareness of the wider world is increased, for example, through their visit to Hungary, talks by visitors from a range of different ethnic backgrounds, and conversations over the internet with pupils in Spain.
- Safeguarding and child protection policies and practices meet current statutory requirements.

■ **The governance of the school:**

- The governors know the school well and ask the right questions in relation to the school's performance and quality of teaching. They therefore have a good understanding of these areas. Their actions have a positive impact on school improvement and they are not afraid to take difficult decisions. The governing body has, for example, reduced the number of teaching assistants and appointed a mathematics specialist teacher in order to ensure best use of the budget in raising pupils' achievement. Governors ensure of that the pupil premium is used efficiently. They also check that the budget is used to reward good teachers and ensure that underperformance is tackled.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123747
Local authority	Somerset
Inspection number	402195

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair	Carole Parr
Headteacher	Tonie Scott
Date of previous school inspection	25–26 November 2009
Telephone number	01373 812557
Fax number	01373 812925
Email address	Sch.107@educ.somerset.gov.uk

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