

# Bishop Hooper Church of England Primary

Inspection report

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<b>Unique Reference Number</b>	135790
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	360755
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Clive Lewis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	70
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Suthern
<b>Headteacher</b>	Kerri Phelps
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Caynham Ludlow SY8 3BJ
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**Inspection number**      360755

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## Introduction

This inspection was carried out by two additional inspectors, who observed four teachers and six lessons and held meetings with groups of pupils, members of the governing body and staff. The inspectors observed the school's work, including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Questionnaires were analysed from 49 parents and carers, 40 pupils and six staff.

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

- To what degree do pupils make consistent progress across the school?
- What are the quality and rigour of the school's tracking and assessment system?
- What impact are subject leaders for English and mathematics having on teaching and learning?

## Information about the school

This is a smaller than average school formed in September 2009, when two very small schools were amalgamated. It is currently situated, temporarily, in one of the old school buildings whilst a new, purpose-built school is being completed. The school expects to move into the new premises in the Autumn term. Almost all pupils are of White British origin. The school caters for a very small proportion of pupils from the Traveller community. Very few pupils are known to be eligible for free school meals. Pupils are taught in three mixed-age classes. The proportion of pupils with special educational needs and/or disabilities is average, although the proportion of pupils with a statement of special educational needs is well above average. The school has achieved Healthy School status and has gained the Eco School Green Flag award. A new headteacher and governing body were appointed when the new school opened.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Bishop Hooper is a satisfactory and rapidly improving school. It has a number of good features. The very effective leadership and teamwork of the headteacher and governing body have had a very positive impact on the work of the school in the short time it has been in operation. Members of staff from the two previous schools have formed a cohesive team under the good leadership of the headteacher, with a common aim of improving standards and progress. Leaders and managers have worked closely with the two village communities affected by the school closure and the new school build and have secured good relationships with both communities. Clear priorities have been set for further improvement. Parents and carers are very supportive of the school. They like the positive family atmosphere and one parent commented: 'I have been absolutely delighted with Bishop Hooper school. My children are all extremely happy and are learning to be members of a community as well as achieving academically.' Staff clearly want the best for each child and strive hard to achieve this goal by working closely with families and external agencies.

Pupils make satisfactory progress as they move through the school. Although there are clear indications from the school's own data that progress is rapidly improving across the school, attainment at the end of the school's first year was in line with national averages at both Key Stage 1 and Key Stage 2. The school's initiatives designed to improve writing across the school have been effective, although standards in mathematics, particularly in the proportion of pupils achieving the higher levels, remain lower than in reading and writing. Children get off to a satisfactory start in the Early Years Foundation Stage. However, although there are appropriate opportunities within the classroom for children to select activities for themselves as 'free choice', there is no direct access to the outdoor area from the classroom and insufficient equipment or adult support to allow children to freely explore things with purpose and challenge in the outdoor area.

The quality of teaching is satisfactory. There are several examples of good teaching but this is not consistent across the school. In some lessons, pace slows and the most able pupils are not sufficiently challenged. Pupils' personal development is good. They have a good understanding of how to keep safe and of the need for healthy lifestyles. Parents and carers say their children enjoy coming to school and pupils agree enthusiastically. This is confirmed by the excellent levels of attendance. A strong moral code is implicit within the school's ethos and this is reflected in pupils' good behaviour. In most instances, pupils work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention. The curriculum ensures that pupils receive a satisfactory variety of activities and experiences through visits, residential trips and visitors to school. Good care, guidance and support ensure that all pupils learn and develop confidence, regardless of their individual circumstances. There are good systems to assess and track pupils' progress in order to ensure any pupil falling behind is identified quickly and support

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is provided. The school has good links with partner organisations and makes a good contribution to community cohesion. The school has a good understanding of how well it is doing and what needs to be done next and the improvements made during the school's first two years demonstrate that it has a good capacity to maintain and sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the quality of teaching so that it is good or better throughout the school, by ensuring that:
  - lesson activities are carefully and consistently planned with sufficient challenge to motivate pupils and fully engage them in their learning
  - a brisk pace is maintained throughout all parts of each lesson.
- Improve pupils' attainment in mathematics by devising strategies to improve pupils' calculation and problem-solving skills.
- Improve planning, resources and regular, child-initiated access to the outdoor curriculum in the Early Years Foundation Stage in order to further develop children's independent learning skills.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Although there are wide variations from year to year due to the small year groups, children start in the Early Years Foundation Stage with skills and capabilities broadly in line with those expected for their ages. Children make satisfactory progress as they move through the Reception Year and this progress continues in Years 1 to 6. Observations during lessons, however, demonstrate that pupils' progress is improving rapidly due to good teaching in Key Stage 2 and the whole-school focus on improving standards in reading, writing and mathematics. Standards for the current small Year 6 group of five pupils, for example, are expected to be above the national average. Pupils with special educational needs and/or disabilities make good progress because of the high quality of support provided. Pupils from the Traveller community make good progress because of the good support provided for these pupils and families. The school ensures that pupils who have a statement of special educational needs and/or disabilities gain confidence by being fully included in all aspects of school life and make good progress as a result. Behaviour in lessons and around the site is a credit to the school and reflects pupils' good spiritual, moral, social and cultural development. Pupils say they enjoy coming to school and their very high levels of attendance support this. Pupils show considerable respect for the feelings and beliefs of others. They have good attitudes to learning and develop considerate relationships with their peers and with adults. They feel very safe and understand the need for a healthy diet and regular exercise. Pupils have a good range of opportunities to contribute to school and local communities through the work of the school council and the 'Eco Warriors' committee. They value their school community and participate constructively in school life. Pupils' satisfactory and rapidly improving skills in literacy and numeracy, their good behaviour and good social skills, and their excellent

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attendance record prepare them well for secondary education and the future world of work.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

There are some strong features in the teaching provided, particularly in Key Stage 2. Nonetheless, teaching is not consistently good enough to ensure the rapid progress pupils must make in order to secure consistent improvements in attainment. Teachers demonstrate good subject knowledge. They ensure classroom routines are made clear and regularly reinforced so that learning takes place in a well-structured environment in which all pupils can contribute to lessons. Learning intentions are made clear at the beginning of each lesson and, as a result, pupils know precisely what it is that they are expected to learn. However, in some lessons, the pace of learning slows and too much time is given over to activities reviewing work that the majority of pupils already understand, resulting in some lack of engagement with their learning.

The rigorous whole-school assessment and tracking system provides the school with secure data on pupils' progress as they move through the school and information obtained is utilised well in half-termly pupil progress meetings. This means teachers have a better understanding of how well their pupils are doing and the action they should take to support them effectively and help them reach their challenging targets. Teachers' marking of pupils' work is up to date and offers encouragement. Much, but not all, marking points

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out what steps pupils should take to improve further. The curriculum provides carefully adapted activities to ensure all groups of pupils experience success. There is an appropriate emphasis on developing key literacy and numeracy skills and on extending pupils' knowledge and skills in other subjects, particularly in information and communication technology and French. Staff are beginning to link different subjects to make learning more relevant. The school's good arrangements for the care of all pupils, including those with special educational needs and/or disabilities, contribute to their good development and well-being and support their learning well. Pupils from the Traveller community are well-supported and fully included in all school activities. When needed, a wide range of specialists and support agencies is called upon to support those pupils whose circumstances make them particularly vulnerable.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has consistently communicated to the staff and pupils her high expectations for the new school. With the support of an enthusiastic, committed and well-motivated staff team and governing body, she has identified and has rigorously and successfully tackled a number of areas requiring improvement. Staff from both schools now work together very effectively as a team and relationships with parents and residents from both communities have significantly improved following understandable initial concerns about school closures. Subject coordinators have a good understanding of strengths and weakness in their areas of responsibility and are having a positive impact on teaching and learning across the school. As a result of regular monitoring and support by the headteacher, teaching has improved, although it is not consistently good across the school.

The governing body is influential in determining the strategic direction of the school and is fully and systematically involved in evaluating its work. School leaders and the governing body have a good understanding of safeguarding procedures and have good systems to ensure that pupils and staff are safe. The school adopts recommended good practice for safeguarding pupils across all areas of its work and its well-developed quality assurance and risk assessment systems take particular account of the views of pupils and their parents and carers. The school has developed a highly positive relationship with most parents and carers from both previous schools, working successfully to overcome their understandable concerns. This effective liaison with parents and carers and with other partners contributes significantly to improvements in pupils' achievement and well-being. The school promotes equality of opportunity in all its work and is constantly alert to any variation in achievement. It is pro-active in devising initiatives to overcome any



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weaknesses. The school promotes community cohesion within its own and the local community very effectively and has well-developed plans to improve pupils' awareness of cultures other than their own through links with schools in a contrasting area in Birmingham and, overseas, in Malawi.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Reception children, who work and play in the same classroom as Year 1 and 2 pupils, enjoy school, have settled into the routines well and play happily together and independently. They undertake a variety of whole-class and group activities and, in most cases, cooperate well when working with others. Pastoral care and welfare arrangements are effective. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are well supported and are integrated well into all activities. The Early Years Foundation Stage classroom has a secure outdoor area for children to work and play in but it is not directly accessible from the classroom. This limits its use in terms of providing regular opportunities for children to select activities freely for themselves, both indoors and outdoors, and this in turn hampers the development of their independent learning skills. Adults have a sound knowledge of the learning and development and welfare requirements and guidance for the Early Years Foundation Stage. They manage children and their behaviour appropriately. The Early Years Foundation Stage teacher has adopted a system of assessment and tracking of individual children which provides a clear and accurate view of both the attainment on entry and the progress of the children, which is satisfactory across the areas of learning.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The percentage of parents and carers who responded to the questionnaire was above the national average for primary schools. All parents and carers who responded feel that the school keeps their child safe and that it ensures pupils have a healthy lifestyle. The vast majority agree or strongly agree with all the other statements. Very few expressed any concerns, although a small proportion of parents and carers did not feel that the school takes enough account of their suggestions. The inspection team investigated these concerns and found that the school has worked, for the most part, very successfully, to take into account the concerns and wishes of parents and carers from both small schools from which the new school was formed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop Hooper Church of England Primary 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 70 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	55	21	43	0	0	0	0
The school keeps my child safe	25	51	24	49	0	0	0	0
My school informs me about my child's progress	26	53	17	35	5	10	0	0
My child is making enough progress at this school	21	43	24	49	4	8	0	0
The teaching is good at this school	28	57	18	37	3	6	0	0
The school helps me to support my child's learning	25	51	18	37	3	6	1	2
The school helps my child to have a healthy lifestyle	19	39	30	61	0	0	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)	14	29	28	57	3	6	0	0
The school meets my child's particular needs	20	41	27	55	2	4	0	0
The school deals effectively with unacceptable behaviour	14	29	32	65	1	2	1	2
The school takes account of my suggestions and concerns	17	35	23	47	3	6	3	6
The school is led and managed effectively	21	43	20	41	4	8	1	2
Overall, I am happy with my child's experience at this school	20	41	25	51	4	8	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 June 2011

Dear Pupils

**Inspection of Bishop Hooper Church of England Primary, Ludlow, SY8 3BJ**

Thank you for welcoming the inspectors to your school and for talking to us about what you do there. Bishop Hooper is a satisfactory school. Those who lead your school do so well and provide you with good care and guidance. It was good to see how much you enjoy school, and you demonstrate this clearly with your excellent levels of attendance. You know how important it is to eat healthily and take regular exercise. It is to your credit that most of you behave well and get on well with each other and with all the staff. However, although your standards in reading and writing are clearly improving, I have asked the staff and governors to do three things that will help to improve your school:

- ensure you make even better progress by ensuring all lessons are at least good across the school
- finding ways to help you improve your calculation and problem-solving strategies so that your work in mathematics improves
- improve opportunities for outdoor activities for Reception children so that they become more confident in finding things out for themselves.

I wish you well in your future education. You can all help raise standards even further by always doing your best and making sure you always know your targets.

Yours sincerely

Clive Lewis

Lead Inspector

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