

# Bishops Hull Primary School

## Inspection report

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<b>Unique Reference Number</b>	123700
<b>Local Authority</b>	Somerset
<b>Inspection number</b>	359490
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Ted Wheatley

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Don Carter
<b>Headteacher</b>	Ralph Bullock
<b>Date of previous school inspection</b>	25 June 2008
<b>School address</b>	Bishops Hull Hill Bishops Hull, Taunton Taunton TA1 5EB
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## Introduction

This inspection was carried out by three additional inspectors who saw 12 lessons taught by eight teachers. Meetings were held with staff, members of the governing body and pupils, and inspectors spoke to some parents and carers. They observed the school's work and looked at documentation about pupils' progress and policies, particularly those for safeguarding, as well as school development planning and evidence of self-evaluation. They considered 71 questionnaires returned by parents and carers.

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

- Does teaching promote good progress for pupils of all abilities?
- How effective are efforts to ensure attainment in English improves, especially for the most able pupils?
- How effectively do leaders identify reasons for relative underachievement and act on them?
- How effectively and accurately do leaders of the Early Years Foundation Stage identify areas for improvement and act on them?

## Information about the school

Bishop's Hull Primary is an average-sized primary school and pupils are mainly of White British heritage. A few are from minority ethnic backgrounds. Almost all speak English as their first language. A very small number of pupils have Tagalog or Polish as their first language. There is one class with reception-aged children. There are six other classes, one of which is mainly Year 5 pupils with a small number of Year 4 pupils. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is above average. An above average proportion of pupils join the school during the school year. The school has Healthy School status and Activemark. The school runs a before-school craft club and an after-school club each day. A privately managed nursery on the same site as the school is inspected separately. The school shares some of its facilities with the local community.

**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

Bishop's Hull Primary is a good and improving school. The quality of care, guidance and support is good and the school has extremely good links with external agencies to promote the welfare of pupils and support parents and carers. Parents and carers are generally pleased with the school, and one wrote, 'I am extremely impressed with the school and my child is very happy, and her learning and progress are better than I imagined.' Another wrote, 'The enthusiasm shown by staff is second to none. The children respect each other and always seem well behaved and happy. Any concerns are addressed and dealt with promptly.'

Pupils' attainment is broadly average, and some pupils reach high levels of attainment. Pupils speak and read well. They have a wide vocabulary and many spell accurately, but a small number do not. Overall, pupils write well but do not write at length frequently enough and sometimes writing is untidy and carelessly presented. Pupils' numeracy skills are good overall. They carry out mental calculations competently and their problem-solving skills are good. However, while they collect numerical data and present them in a variety of graphical formats, they do not show that they can extract information or interpret the meaning of the data they have. All pupils make good progress. Pupils with special educational needs and/or disabilities make good progress. Rates of progress are improving, and pupils' achievement is good.

The improving progress is a result of good teaching. Assessment is accurate and assessment information is mostly used well to plan lessons and match work to pupils' learning needs. Occasionally, work is not sufficiently challenging and sometimes the length of time spent on activities means pupils lose concentration or do not consolidate their learning. Teachers ask searching questions, but do not consistently extend this so that pupils discuss and challenge each other's ideas. The focus on improving literacy skills is having a positive impact on pupils' performance. Marking is generally good, and gives pupils a clear idea of how well they are doing and what to do next. Classroom support is effective, especially for pupils with special educational needs and/or disabilities, and for pupils from minority ethnic backgrounds. The curriculum is well planned. There is a wide range of visits and visitors to enrich pupils' learning and which successfully catch pupils' interests and encourage their enthusiasm for school. There is a wide range of out-of-school activities which are well supported by pupils.

Pupils like school. Their behaviour is good and often excellent. Their attendance is above average and they take on a wide range of responsibilities with maturity and willingness. Pupils say they feel safe at school. While they say that there are a small number of incidents of unacceptable behaviour, they also say that they, and rare bullying incidents, are dealt with effectively. Pupils have a good understanding of the importance of following a healthy lifestyle.

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Leaders and managers are effective and the headteacher provides very clear direction for improvement. Self-evaluation is accurate and the school has correctly identified the areas to work on to further develop. Staff are supportive in the efforts to improve teaching, with the result that pupils' progress has accelerated, especially in English. The governing body is well informed about school developments. Members attend full governing body and committee meetings regularly, but are not as active in challenging the school and driving improvements as they ought to be. The Early Years Foundation Stage is well led and has a sharp focus on improving children's progress. The capacity to sustain further improvement is good.

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

- Raise attainment by ensuring pupils consistently:
  - spell accurately
  - produce neat and well-presented written work
  - produce pieces of extended writing
  - extract and interpret information from graphical information.
- Improve teaching by ensuring:
  - work is always challenging
  - pupils have opportunities to reinforce and extend their knowledge and understanding through discussion and challenging each other's ideas
  - activities are timed to ensure pupils sustain their concentration.
- Improve the level of challenge and support provided by the governing body to promote the continuing improvement of the school.

## Outcomes for individuals and groups of pupils

**2**

Children start school with skills at lower levels than those expected for their age, and this varies on a yearly basis because of past small numbers in each year group. In addition, the number of pupils joining and leaving the school during the year lead to significant changes in attainment overall. For example, the current Year 6 has lost and gained several pupils with widely different levels of ability resulting in a year group with lower attainment than in previous years. However, Year 6 pupils speak and write using a wide vocabulary and complex sentence structures. For example, in a lesson where pupils wrote about a farm visit, pupils planned their work to include the most interesting things they saw, used a wide range of descriptive words and sequenced their writing well to describe their visit. However, across the school, pupils do not always produce enough extended written work to consolidate their writing skills. Most pupils write neatly, produce attractively presented work, and spell accurately, although some pupils' work occasionally slips below this quality. Pupils' numeracy skills are satisfactory and they practise mental arithmetic regularly which means they consolidate basic mathematical procedures well. Nevertheless, pupils do not always explain clearly the numerical information they collect during problem-solving activities, and that they present in graphical or tabular forms. Good progress is evident in most lessons and in pupils' work. For example, in a lesson on number patterns, the necessity to use mental calculation reinforced and sharpened pupils' basic numeracy

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skills. The most able pupils used negative numbers successfully in their work and enjoyed the challenge this provided. Good progress is spreading throughout the school. The progress made by pupils with special educational needs and/or disabilities is improving as they learn to work independently and with increasing confidence. The very small number of pupils who have English as an additional language make rapid progress because support is effective and they work closely with other pupils. Those pupils joining the school during the year settle in rapidly and make good progress.

Pupils make valuable contributions to the life of the school. For example, the school council takes an active role in: looking at how the school grounds could be improved, playground behaviour, staff interviews and raising funds for charities. Other pupils manage recycling and reducing waste which helped the school gain Eco-school status. The great majority of pupils take part in physical activities including inter-house sports competitions, football, cricket, netball and skipping, which reflect the school's Activemark and Healthy School status. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good understanding of different cultures and beliefs of people around the world.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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>	2
<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?**

Lessons are interesting, with work that is matched to the learning needs of most pupils. Work is mostly challenging, and pupils respond well to being challenged. For example, when asked to draw a plan of a garden as part of a mathematics homework task, with

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varying degrees of difficulty for different pupils, pupils enthusiastically started the work at the end of lesson time. However, occasionally the level of challenge slips when pupils finish work and have nothing else to do. In the best lessons, teachers' questioning generally provokes pupils into making detailed and thoughtful responses, including lengthy written descriptions. Sometimes opportunities are missed to draw other pupils into discussion, to challenge and question each other and to extend pupils' knowledge and understanding. As a rule, the pace of learning is good, although occasionally an activity finishes too quickly, reducing time for consolidation, or is too long, with pupils visibly losing concentration. Marking gives good guidance to pupils on how to improve their work, and generally pupils follow the advice they are given. Most pupils know what their targets for improvements are, and how to achieve them.

The curriculum provides many activities that stimulate pupils' enthusiasm for learning. The recent introduction of the International Primary Curriculum has improved pupils' knowledge of other countries and their inhabitants, art, music and lifestyles. Links with secondary schools promote sports activities. Theatre trips, visits to art galleries, and participation in drama and music workshops, provide a rich range of enrichment activities to enhance learning. The range of out-of-school activities is varied and well supported. For example, the gardening club, performance at senior citizen events, a mathematics challenge, and many sports activities are very well supported.

Good support is provided for pupils with special educational needs and/or disabilities, based on extensive links with homes and external agencies. As a result, these pupils develop confidence in their own abilities and make good progress. Support for pupils whose challenging circumstances may make them vulnerable is good. Parents and carers are well informed about their children's progress. Relationships with homes are good and help promote above average attendance and good behaviour. Transfer arrangements are effective, and parents and carers moving into the area are pleased with the good procedures to help pupils settle into school. Those pupils attending the before-school craft activities and the after-school club are well cared for and looked after.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher works closely with other leaders to evaluate the effectiveness of the school, and has established a clear set of priorities to steer improvements. Other leaders are well trained to manage their areas of responsibility and have been instrumental in the successful drive to raise levels of attainment and improve progress. The governing body supports the school's work and members meet their statutory obligations but do not take

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a sufficiently active role in challenging the school and driving improvement. The school engages with parents and carers effectively and most attend parent consultation evenings and support children with their homework. Partnerships with other schools and the local authority help promote teachers' expertise, and links with schools and other organisations are used well to support pupils' learning and well-being. The school promotes community cohesion well, and increasingly so through the recent curriculum developments.

Safeguarding requirements are met fully, and the school deals well with the daily issues around the shared community premises and on-site private nursery. Taking into account recent improvements in pupils' progress, the school's promotion of equal opportunities is good. Procedures to promote equality of opportunity and to eliminate all forms of discrimination are effective.

*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>3</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>2</b>

**Early Years Foundation Stage**

Children generally make good progress, and especially so in developing their communication, language and literacy skills and their personal and social skills. By the time they enter Year 1, nearly all children reach average levels of attainment. Most children speak and write well. They readily enter into conversation and use a wide vocabulary. Most form letters accurately, and many write their names and readable short statements. They know about the life cycles of butterflies. For example, a small group of children drew recognisable caterpillars, explained where they had come from and what they would turn into, and counted the legs on their drawings or models. Teaching is good, with careful assessment of children's progress and learning activities organised to focus on their needs. Adults work closely with children, encouraging children to take an active role in learning, but also modelling speech, sounds and letters effectively. Children have ready access to the small outside area, which is well equipped and organised. Children are well

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cared for; links with nurseries and homes are generally good. Children settle into Reception quickly and transfer to Year 1 smoothly. Leadership and management are effective and carefully focused on improving resources and provision.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Around half of parents and carers returned the questionnaire and the majority of responses were positive and supportive of the school. A small proportion of parents and carers did not consider that the school deals with unacceptable behaviour well enough. Inspectors saw only good and sometimes excellent behaviour. Discussion with pupils and school records show that the incidents of poor behaviour are dealt with swiftly and effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at Bishop's Hull Primary School 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	49	36	51	0	0	0	0
The school keeps my child safe	49	69	21	30	0	0	1	1
My school informs me about my child's progress	42	59	28	39	1	1	0	0
My child is making enough progress at this school	44	62	24	34	2	3	0	0
The teaching is good at this school	47	66	23	32	0	0	0	0
The school helps me to support my child's learning	42	59	27	38	1	1	0	0
The school helps my child to have a healthy lifestyle	34	48	36	51	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)	44	62	26	37	0	0	0	0
The school meets my child's particular needs	36	51	30	42	3	4	0	0
The school deals effectively with unacceptable behaviour	26	37	32	45	8	11	1	1
The school takes account of my suggestions and concerns	28	39	34	48	3	4	0	0
The school is led and managed effectively	43	61	26	37	1	1	1	1
Overall, I am happy with my child's experience at this school	46	65	23	32	2	3	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.**



11 July 2011

Dear Pupils

**Inspection of Bishop's Hull Primary School, Taunton TA1 5EB**

Thank you for welcoming us so warmly when we visited your school. We judged your school to be good and improving. You make good and improving progress. The following things are particular strengths of the school.

- Most teaching is good and sometimes excellent. Lessons are interesting and there are plenty of trips and activities to make learning enjoyable.
- The headteacher, staff and governing body make sure that the school continues to improve.
- You feel safe, and know that if you are worried about anything, it will be dealt with quickly.
- You behave well, and you treat other pupils and adults with respect and consideration.
- Many of you have responsibilities and you carry them out well.
- You know what you need to do to stay healthy. You eat sensibly and most of you take part in at least one physical activity.
- The school takes good care of you and ensures you are safe.

In order for the school to be even better, we have asked teachers to make sure that:

- you spell accurately, produce neat, well presented written work, write at length and in detail when you can, and show that you understand what the graphs and charts you draw mean and how to obtain information from them
- work is always challenging, activities are timed to make sure you stay attentive during the lesson and you have opportunities to understand your work better through discussing it with each other
- the governing body strongly help the school in its continuing improvement.

You can help by making sure your spelling is accurate, your written work is neat, show that you understand what is in graphs and charts you draw, and make sure you concentrate all of the time in lessons.

Yours sincerely

Ted Wheatley  
Lead inspector

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