

Bishop Wood Church of England Junior School, Tring

Inspection report

Unique reference number	117458
Local authority	Hertfordshire
Inspection number	379423
Inspection dates	3–4 July 2012
Lead inspector	Miranda Perry

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	214
Appropriate authority	The governing body
Chair	Huw Bellis
Headteacher	Linda Hardman
Date of previous school inspection	25 September 2008
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Age group	7–11
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Introduction

Inspection team

Miranda Perry

Additional Inspector

Maria Coles

Additional Inspector

This inspection was carried out with two days' notice. Twenty-one lessons, taught by eight teachers, were observed, amounting to about seven hours in total. Four lessons were observed jointly with the headteacher. Meetings were held with groups of pupils, the vice-chair of the governing body and staff. Inspectors looked at a range of evidence, including the school's documents on self-evaluation and safeguarding. They observed the school's work, looked at pupils' books and the tracking system used to monitor pupils' progress. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. They also considered the responses to the 114 questionnaires completed by parents and carers as well as those returned by pupils and staff.

Information about the school

Bishop Wood School is an average-sized junior school. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of disabled pupils and those who have special educational needs, those supported at school action plus or those with a statement of special educational needs, is average. The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress. The school has received the Gold School Travel Plan award, the Hertfordshire School Travel award and Healthy Schools status.

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

- Bishop Wood is a good school. Attainment is well above average. It is not an outstanding school because teachers do not consistently ensure pupils understand the next steps in their learning. Although there are examples of outstanding progress, it is good overall.
- Attainment by the end of Key Stage 2 has been well above average in English and mathematics for the last two years, and is improving. In Year 6, pupils' progress is outstanding in mathematics. It is also outstanding for the more-able pupils in English. Progress is good for all other year groups. There are a few occasions when pupils make satisfactory progress in class because they are not clear about how to improve their work and their targets are not always challenging enough.
- Leaders and managers have brought about improvements in teaching since the last inspection and the quality of teaching is good. Pupils are enthusiastic about their lessons, and the school fosters resilience and independence. Although pupils are eager to improve, in some lessons teachers miss opportunities to support them with their next steps in learning.
- Pupils have positive attitudes to learning and respond well to the high expectations placed on them by the school staff. Pupils are noticeably respectful to each other and they feel safe. There are consistently good levels of engagement in lessons.
- Leaders and managers are passionate about achieving the best outcomes for pupils. Senior leaders manage performance well so that teachers are held to account for the achievement of all the pupils in their class. There is an ethos of inclusion and tolerance, where pupils understand that their spiritual, moral, social and cultural aptitudes are valued and appreciated. School improvement plans identify strengths and weaknesses pertinent to the school but lack a focus on improving the progress of pupil groups and individuals.

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What does the school need to do to improve further?

- By July 2013, improve the amount of outstanding teaching to 60% through helping pupils to better understand their next steps for learning by:
 - clearly identifying their next steps in the marking of pupils' books
 - giving pupils the opportunity to comment on and respond to their next steps
 - setting all pupils challenging, individualised targets.
- Improve progress so that it is outstanding for the majority of pupils by July 2013 by focusing school improvement planning on measurable outcomes with regard to the progress of groups of pupils and individuals.

Main report

Achievement of pupils

Pupils enter the school in Year 3 with attainment that is typically above average and leave Year 6 with attainment well above average. Attainment at the end of Year 6 is improving because of the school's work with particular groups of pupils. More-able pupils are now entered for extension end-of-key-stage tests. Pupils in Year 6 work on challenging activities supported by resources normally used for pupils in the next key stage. This is helping to extend pupils' knowledge and understanding. For example, in a Year 6 lesson on problem solving, one pupil said the computer program that he was working on made him think about the problem in 'brand new ways'.

By the time they leave the school, pupils' attainment in reading is about two and a half terms ahead of the national average. The school works hard to foster a love of reading in Year 3 which endures through the key stage. Parents comment on how effective the questions are that the school gives them to ask their children about their reading books.

Pupils make good progress. The school ensures it has a thorough understanding of pupils' abilities when they arrive, so that any gaps in learning are immediately addressed. Disabled pupils and those who have special educational needs make good progress because the school works effectively to identify and overcome their obstacles to learning. Some pupils who have highly complex special educational needs make outstanding progress in lessons because they are supported by imaginative resources that suit the ways they learn.

Year 6 pupils make outstanding progress in mathematics. This is because of teachers' exceptional subject knowledge. In a minority of lessons throughout the

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school, progress is satisfactory when targets are general to a group of pupils and not specific to individuals. As a result, pupils sometimes find their targets too easy and not challenging enough.

Parents and carers are confident that their children are making good progress, and pupils feel that the school helps them to do as well as they can.

Quality of teaching

Good teaching results in pupils relishing their lessons and their homework. In discussion about their favourite subject, Year 3 pupils said, 'We love learning at this school.' The school has created a culture where pupils take learning seriously, and see themselves as subject specialists. When asked about their lesson, a Year 5 pupil explained, 'We are all mathematicians here.' Pupils enjoy learning because teachers ensure that they are confident, unafraid of making mistakes, and routinely set themselves the highest standards. In a Year 4 lesson on poetry writing, pupils worked out ideas on mini-whiteboards, asked each other for advice on improvement, took criticism from their peers well, and repeatedly revised their draft poem until they felt it was as good as the exemplar.

Disabled pupils and those who have special educational needs are taught well. They are successfully integrated into lessons because of well-deployed, highly experienced and committed teaching assistants. Pupils appreciate their social and moral responsibilities in the classroom. They are taught to respect each other's ideas and help each other to learn, and they work well as a team. As a result, pupils with and without additional needs work very well together.

Pupils benefit from a reading programme which is consistent across the year groups. Those pupils who have fallen behind in their reading on arrival to the school are able to catch up through the systematic teaching of phonics (letters and sounds). The recently introduced trial of a reading rewards scheme has meant that pupils are excited about different genre, and ambitious in their reading choices.

Pupils want to do well, but not all of them are clear about how they can improve. They do read their teacher's marking in their workbooks, but they sometimes find that their next steps in learning are not there, or are not made clear. They sign off the teacher's marking, but would appreciate a chance to write a response to the teacher's comments, or to give an example of improvement.

Parents and carers are very happy with the teaching at the school, and pupils appreciate the help the teachers give them to do their best.

Behaviour and safety of pupils

Pupils behave well so that any disruptions to learning are rare. Pupils take it for granted that good behaviour is what is expected. If their behaviour is good, they are rewarded with a green card. One Year 4 pupil said, 'In my class we always go for

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green and nothing less.

Behaviour management strategies are such that the school has a very good record of significantly improving the behaviour of pupils who have found it difficult to behave well at other schools. All pupils respond well to high expectations of politeness, respect and courtesy.

Pupils feel safe. They particularly appreciate how the school supports and understands them if they have any medical concerns. A group of Year 3 pupils felt that they were safe because they did not have to worry about things as the school looked after them so well. Pupils think that the assemblies which they lead help them to understand different types of bullying, such as cyber-bullying, although they feel that bullying hardly ever happens. Pupils are confident that they could go to any member of staff if bullying did take place, and it would be dealt with swiftly.

Attendance is above average, and pupils say they are happy to come to school. One parent commented, 'My child loves going to school, and can't stop telling me about it when they come home. That's what I want.' Parents and carers are confident that their children are safe and that behaviour is good.

Leadership and management

Leaders and managers have thought about improvements over the last three years, and the school has a good capacity to improve further. As part of the performance management programme, each teacher regularly meets with the headteacher to account for the progress of every pupil in their class. If a pupil is identified as falling behind, the school immediately takes action which is successful in moving the pupil forward. The school has put into place an extensive programme of professional development which has meant that middle leaders have a strong subject specialist knowledge and this has helped to bring about better achievement and teaching since the last inspection. School improvement planning takes into account the particular needs and aptitudes of pupils at Bishop Wood. The plans focus on strategies to improve progress across the key stage but do not specify measurable improvements for groups of pupils and individuals.

The governing body prioritises learning and progress in all its decision making, and its members understand the particular circumstances of a junior school. Some take part in an inclusion working party, together with teachers, parents and carers, which makes sure the school promotes equality and tackles discrimination at every opportunity. For example, the working party has recently brought out 'parent friendly' versions of school policies, and regularly advises the rest of the school on the effective integration of disabled pupils and those who have special educational needs. The governing body makes sure all statutory requirements with regard to safeguarding are met.

The school responds well to the changing needs of its pupils. Parents and carers commented that if they alert the school to any concerns about their children, staff

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act immediately. The school has been effective in altering its curriculum to meet the spiritual, moral, social and cultural development of its pupils. For example, the school is successful in supporting pupils in their transition from infants school and to secondary school. Parents and carers feel that their children are noticeably confident and emotionally secure when they go to secondary school, because of the work done by Bishop Wood.

Teachers have worked hard to make sure good practice is shared across the curriculum. For example, speaking and listening is used well in mathematics and English so that pupils explore their ideas before writing them down. The skill of investigation developed in science is built upon in mathematical problem solving. The pupils are excited by the range of activities open to them. At the time of the inspection, Year 4 pupils were going camping and the Year 6 play was taking place. One pupil said, 'I bet you can't believe how exciting it is here.'

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.



5 July 2012

Dear Pupils

Inspection of Bishop Wood Church of England Junior School, Tring, HP23 5AU

My colleague and I really enjoyed our visit to Bishop Wood School. Thank you for being so polite. You always opened doors for us, found chairs for us, and asked us if we knew where we were going. We felt really lucky to be at your school when the Year 6 play was on and liked watching it very much.

Your school is a good school. You make good progress and reach well above average standards. You are proud of your good behaviour and learning. We appreciated your enthusiasm to show us your best classwork and homework. We could see how seriously you take your learning. We know that you like coming to school and feel safe and happy there.

We have asked your headteacher and governors to help make your lessons even better. We know that you are eager to improve. So, we have asked your teachers to make sure they always write clear next steps in your books, give you the opportunity to comment on the next steps, and practise them. We have asked the school to make the targets in the front of your books always challenging and suitable for each of you, because we know you like a challenge.

You can help by continuing to read the marking, write back to your teacher in your books and show them you can do your next steps. We know that you will continue to work hard and meet your targets.

Yours sincerely

Miranda Perry
Lead inspector

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