

Inspection of a good school: Bishop Hooper Church of England Primary School

Ashford Carbonel, Ludlow, Shropshire SY8 4BX

Inspection date:

7 March 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Parents and pupils appreciate the warm and welcoming atmosphere that staff have created within Bishop Hooper Primary. There is a real sense of community across the school. This helps pupils, including the youngest children in Nursery, to develop confidence and enjoy school. Wider activities, including residential trips and visits to local castles and sports clubs, help to further develop pupils' interests and enjoyment of school.

Leaders' focus on developing reading and mathematics is improving pupils' achievements in these subjects. However, in other subjects, the curriculum is not set out well enough. This makes it harder for pupils to build successfully on their learning in these subjects. Leaders have not checked how well the curriculum is being delivered. This means that weaknesses in the quality of education remain. Having said that, pupils engage eagerly in their learning.

Pupils follow the golden behaviour rule 'do to others what you would have them do to you'. They treat their friends and staff with respect. They know that some pupils need extra help to manage their behaviour, and are very understanding of this. Pupils are able to learn without disruption. Staff sort out any problems between pupils, including bullying, quickly. This enables pupils to play and learn happily together and feel safe.

What does the school do well and what does it need to do better?

Leaders have introduced a new mathematics curriculum. Teachers have a clear overview of what pupils should learn and when they should learn it. They are delivering the intended curriculum with increasing expertise. Children in Nursery begin to develop an appreciation of number to prepare them for Reception. Pupils' progress in mathematics is

improving as a result of the recent changes. However, in other subjects, such as history and geography, leaders have not set out the key knowledge that pupils should learn, and when they should learn it, clearly enough. This means that teachers do not cover essential learning in a logical order. As a result, pupils lack secure foundations on which to build new learning. Some pupils struggle to make connections between what they have learned before and what they are learning now.

In English and mathematics, teachers quickly spot and address any gaps in pupils' learning. They have a detailed understanding of what pupils should remember and use a range of ways to check that they do. However, teachers do not have a clear overview of what pupils should know and remember in other subjects. Assessment systems in these subjects do not help teachers to identify and address any gaps in pupils' knowledge. As a result, the gaps persist.

Staff deliver the reading curriculum well. This includes from the start of Nursery. When children are ready, including the very youngest, they are introduced to songs and rhymes to prepare them for later reading. Regular training enables staff to model the sounds pupils should learn accurately. They carefully check the sounds pupils know. Extra support for pupils who have not learned the sounds securely helps them to keep up. Staff make sure that pupils read books that are carefully matched to the sounds they know. This enables pupils to develop a secure understanding of the sounds and improves their reading fluency. Pupils also benefit from sharing books for enjoyment. This includes daily opportunities to visit the library and listening to teachers read stories. Pupils develop into confident and fluent readers.

There are well-established systems in place to support pupils with special educational needs and/or disabilities (SEND). Staff work with leaders to quickly and carefully identify pupils' difficulties. This includes children in the early years and those new to the school. Leaders then develop specific support to help these pupils to overcome any barriers and to close any gaps in their learning. In the main, this support is well matched to their needs. Staff work closely with specialist services to ensure that pupils with multiple and complex needs receive support to positively engage them in learning and the wider school community. Overall, pupils with SEND achieve well.

Pupils have many opportunities to develop their leadership responsibilities. They enjoy roles such as school councillors, physical education ambassadors and librarians. Pupils also value the range of clubs including chess, art and cooking. They show a mature appreciation and knowledge of other faiths and religions. They have a secure understanding of fundamental British values and how these link with the school's values. All in all, pupils are well prepared for the next steps in their education and life in modern Britain.

Pupils show great respect towards staff. They know and follow the school rules and are eager to please. Most pupils attend school well. Leaders provide effective additional support for families who need extra help and encouragement to ensure that their children attend school regularly.

There have been considerable challenges in leadership over the last year. Leaders, governors and the local authority have worked closely to ensure that the school continues to run smoothly. Staff have pulled together as a team. They appreciate the support leaders give them. Leaders have not had the opportunity to check how well the curriculum is being delivered. Some weaknesses, particularly in the organisation of the curriculum and assessment, have not been addressed. While governors understand their duties, and for the most part carry them out well, they have not ensured that some safeguarding checks have been fully completed.

Safeguarding

The arrangements for safeguarding are effective.

Staff have received a range of training to help them spot if pupils may be at risk of harm. They report any concerns about pupils' welfare. While leaders take note of, and respond to serious concerns, they have not ensured that all the information is recorded in sufficient detail. The gaps in some of the information potentially mean that any escalating risks may not be identified and responded to.

Pupils learn how to keep themselves safe both inside and outside school. For example, cycle training and road safety sessions teach pupils how to travel safely around the local area. Pupils also talk confidently about keeping safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that concerns about pupils, and the actions taken to respond to the concerns, are recorded in sufficient detail. This makes it difficult to track if concerns are escalating or if pupils are receiving the right support and help to keep them safe. This potentially puts pupils at risk of harm. Leaders must ensure that pupils' safeguarding information is fully completed and kept up to date to ensure that any mounting concerns are identified and responded to quickly.
- Leaders have not precisely set out the key knowledge and skills pupils need to learn and remember in foundation subjects. As a result, teachers do not consistently teach key knowledge and skills in a logical order. Leaders need to ensure that the curriculum in all subjects clearly sets out the key knowledge pupils should learn and when.
- Assessment systems in the foundation subjects are underdeveloped. Therefore, teachers and leaders do not have a clear understanding of the gaps in pupils' knowledge or how well they are achieving in these subjects. Leaders should ensure that assessment systems are refined so teachers can check what pupils know and remember and address any gaps in their learning.
- Leaders have not had the opportunity to check how well the curriculum is being delivered. As a result, additional support and training to improve the delivery of the curriculum have not been identified and provided. Leaders should ensure that they check how well the curriculum is being delivered and provide staff with professional

development to further improve its implementation.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in January 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	135790
Local authority	Shropshire
Inspection number	10257017
Type of school	Primary
School category	Voluntary aided
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair of governing body	Sarah Lawrence
Headteacher	Susan Lambert (Acting Headteacher)
Website	www.bishophooper.co.uk
Date of previous inspection	10 January 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher was absent during the inspection. The school is currently being led by an acting headteacher.
- The school received its last section 48 inspection of church schools on 25 May 2016. The next inspection will be within eight years of the last section 48 inspection.
- Leaders do not make use of alternative provision.
- The school has provision for two-year-olds.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with representatives from the governing body, the acting headteacher and the special educational needs coordinator.
- The lead inspector met with a representative of the local authority.
- Deep dives were conducted in early reading, mathematics and physical education. The

inspectors spoke with subject leaders, visited a sample of lessons, spoke with teachers, spoke to pupils about their learning and looked at samples of pupils' work. They also discussed the curriculum in other subjects with teachers. The lead inspector listened to a group of Year 1 and Year 3 pupils read to a member of staff.

- Inspectors took account of the parent comments and responses to Ofsted Parent View, including the free-text comments. There were no responses to the staff or pupil surveys.
- Inspectors spoke with leaders and staff about the effectiveness of safeguarding. This included meeting with the designated safeguarding lead to discuss record-keeping and talking to staff about training and how to record concerns. Inspectors spoke with pupils about how they are taught to stay safe. Inspectors reviewed pupils' behaviour and attendance records.

Inspection team

Ann Pritchard, lead inspector

His Majesty's Inspector

Susan Hughes

Ofsted Inspector

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