

Inspection of Bishop Wood Church of England Junior School, Tring

Frogmore Street, Tring, Hertfordshire HP23 5AU

Inspection dates: 30 April and 1 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils at this school are enthusiastic and polite young people. They enjoy learning in a safe and caring environment. Staff look after them well, ensuring their safety and well-being. Pupils become confident and increasingly independent over their time at the school. They take their roles as eco warriors, school councillors and active travel ambassadors very seriously. Through these roles, they gain valuable insights into democracy and responsibility.

The school strives for all pupils to achieve well, both academically and in their personal development. Pupils achieve well and develop into confident learners.

Pupils listen carefully to their teachers. Most pupils behave well. The lunch hall is a sociable and calm place. Pupils appreciate being able to choose from a range of indoor and outdoor activities. This helps them to have a 'Happy Lunchtime'. The school ensures that pupils have opportunities to celebrate their achievements and interests, whether in or out of school, in assemblies.

Pupils develop a sense of justice. They celebrate and respect differences and recognise the importance of equality. They demonstrate empathy for those less fortunate than themselves. This shapes them into good citizens ready for their next stage of education.

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

The school's recent actions to improve the curriculum are well underway in most subjects. Leaders have planned what pupils should learn and when. They have considered the relevance of the content to the needs of their pupils. Teachers help pupils make connections across the curriculum. This helps pupils to deepen their learning in subjects such as geography and history, for example.

In reading and mathematics, the curriculum is firmly established. This is leading to strong pupil achievement. Across a range of subjects, pupils complete work well. While there are many strong examples of pupils' written work, some pupils are not always given opportunities to achieve as well as they can. This is because teachers do not always identify errors in pupils' learning so that they can be addressed promptly. As a result, some pupils continue to make the same errors over time. In addition, leaders do not have a clear overview of how well pupils are achieving in a few curriculum subjects.

Most pupils enjoy school and attend well. Pupils with special educational needs and/or disabilities (SEND) are supported well to attend school and reach their targets. Teachers adapt learning appropriately for pupils with SEND so that they can achieve as well as they can.

The reading curriculum is well constructed. It is consistently taught well across the school. Pupils who need to catch up receive extra, targeted, support. They learn to

read with increased confidence. Staff are adept at modelling the skills that pupils need to become proficient and fluent readers. Most pupils reach a high standard in reading by the time they leave.

Leaders have carefully set out what needs to be taught in their respective subjects. Staff are clear about what to teach pupils. However, leaders have not identified weaknesses in some subjects, such as those observed in pupils' writing.

The school has made great strides in improving pupils' behaviour. Both staff and pupils acknowledge the clear and consistent approach to ensure pupils are meeting high expectations of behaviour. In lessons, there are minimal disruptions to pupils' learning. They participate in learning enthusiastically. Breaktimes are enjoyable and fun. Pupils appreciate the presence of 'lunchtime leaders', who address any issues that arise.

Pupils' personal development is becoming ingrained within the fabric of the school community. Pupils learn about different cultures and religions. Themes such as diversity and global issues are woven into the curriculum. Pupils learn about the harmful effects of deforestation and fossil fuels, for example. This supports a holistic understanding of the world. Pupils take part eagerly in discussions about influential figures, such as Emmeline Pankhurst and Martin Luther King. They draw inspiration from their courage and resilience. This cultivates pupils' empathy and global awareness.

Governors, leaders and staff have taken decisive action to make some significant improvements quickly. However, in a few subjects, leaders have not checked the quality of pupils' learning well enough. Therefore, they lack a precise understanding of pupils' achievement. Consequently, some weaknesses in pupils' learning remain undetected, resulting in pupils not achieving as well as they should.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always check whether pupils have mastered important knowledge and skills in some subjects, or in their writing. Consequently, some pupils have not attained basic skills needed before moving on to more complex tasks. The school must ensure that pupils can develop and practise using essential knowledge and skills before tackling more complex tasks.
- Leaders do not check the quality of the curriculum in some subjects well enough. Consequently, they lack comprehensive insight into pupils' achievements and areas needing improvement. The school should check how well pupils are

achieving in all subjects so that any weaknesses in learning are promptly identified and addressed.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117458
Local authority	Hertfordshire
Inspection number	10323649
Type of school	Primary
School category	Voluntary aided
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	237
Appropriate authority	The governing body
Chair of governing body	Pippa Chappell
Headteacher	Gary Stanley
Website	www.bishopwood.herts.sch.uk
Dates of previous inspection	21 and 22 March 2023, under section 8 of the Education Act 2005

Information about this school

- Bishop Wood Church of England Junior School's most recent inspection of its religious character, under section 48 of the Education Act 2005, took place in November 2017. The school's next section 48 inspection will be within eight school years.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other senior leaders. The lead inspector met members of the governing body.

- The inspectors carried out deep dives in these subjects: English, early reading, mathematics, science and geography. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.
- Inspectors considered the views of staff and pupils through meetings and informal discussions. Inspectors also considered the views of staff through their responses to Ofsted's online survey.

Inspection team

Cindy Impey, lead inspector

Ofsted Inspector

Laura Hewer

Ofsted Inspector

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