

Prospects Learning Services Ltd  
132-138 High Street  
Bromley  
Kent  
BR1 1EZ

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 020 8313 7760  
Direct F 020 8464 3393



30 October 2007

Mrs Ann Morrow  
The Headteacher  
Bishopswood Junior School  
Barlows Road  
Tadley  
RG26 3NA

Dear Mrs Morrow

Ofsted monitoring of schools with a notice to improve

Thank you for the help which you and your staff gave when I inspected your school on 17 October 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit.

Please pass on my thanks to the children, staff and governors who made me and Clive Barnett so welcome during our day at the school.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in February 2007, the school was asked to:

- Raise standards by improving pupils' achievement in English and mathematics
- Ensure that teachers' assessments of pupils progress are used more effectively to ensure pupils of all abilities achieve as well as they can.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

The 2007 unvalidated test results for 11 year olds indicate a continuous improvement since 2004/05 at level 4 in English and mathematics and exceeded the appropriate targets set.

Although a larger proportion of pupils attained higher levels than in previous years, the school's analysis suggests there are still some pupils who underachieved. This is especially so in the standard of boy's writing overall, which is significantly below the standard attained in their reading.

In the work and lessons seen, pupils' standards overall are in line with national expectations. A higher proportion of the pupils who underachieved in previous years are now making good progress. The school is making satisfactory progress in addressing this issue.

Assessment systems across the school are consistent. This is because its approach is effectively embedded in all year groups. The teaching and learning overall are good but there are some inconsistencies; in some lessons teachers keep classes of pupils together for too long and provide insufficient opportunities for them to talk about their learning with each other. Assessment is beginning to have a positive impact on pupils' progress. Particularly striking was the level of consistency and coherence with regards to quality marking and identifying the pupils' next steps in their learning. The pupils welcome the new approaches to marking and understand what their personal targets mean. The school has made good progress against this issue.

The headteacher communicates her vision to the whole school community very well. The staff are very clear about the school's priorities for improvement and ensured effective progress through a period of some instability earlier in the year. The governing body is highly supportive and recognises the school's strengths and weaknesses. It knows a good start has been made, but also recognises it has some distance to travel in fully developing its quality assurance and strategic function.

The local authority provides effective support. The deployment and impact of the strategy consultants is welcomed by the school. For example, the staff have effectively embraced the practical advice and support which has been given to improve teaching strategies and the analysis of data. There has yet to be any formal discussion and planning of a suitable exit strategy for this support.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

John Seal  
Her Majesty's Inspector