

Bishop Henderson Church of England Primary School

Inspection report

Unique Reference Number	123747
Local Authority	Somerset
Inspection number	340415
Inspection dates	25–26 November 2009
Reporting inspector	Judith Goodchild

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Carole Parr
Headteacher	Tonie Scott
Date of previous school inspection	7 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons and an assembly, and held meetings with governors, staff and a group of pupils. They observed the school's work, and looked at the quality of relationships within the school and at the standard of behaviour. They looked at the school development plan, the reports of the school improvement partner and the minutes of the governing body. The inspection team received 28 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the pupils' performance in the 2009 national test results
- the current progress of pupils in English, mathematics and science
- the analysis of assessment data showing how progress is tracked and how this information is used to inform teaching
- the impact of intervention programmes in raising attainment and progress.

Information about the school

Bishop Henderson is a smaller than average village primary school. Although it has always had a nursery, a new purpose built Early Years Foundation Stage unit was opened in February 2009. A small number of pupils come from minority ethnic backgrounds.

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?

3

The school's capacity for sustained improvement

2

Main findings

Bishop Henderson is a satisfactory, and improving, school. Particular strengths are in pupils' personal development and the high quality of care, support and guidance pupils receive. A significant number of children start the Early Years Foundation Stage below age-related expectations. They make good progress against their early learning goals and the majority start Year 1 broadly in line with national expectations. By the end of Year 2 in 2009 their attainment and progress were satisfactory in mathematics, but below national standards in reading and in writing. The attainment and progress of Years 3 to 6 pupils were significantly below in mathematics and science but in line with national expectations in English. However, due to the impact of well-focused intervention strategies in reading and writing, an improved quality of teaching, rigorous use of assessment data to track the progress pupils are making and the setting of challenging targets, current standards are generally in line with national expectations. Pupils are making at least satisfactory, and sometimes good, progress. Nevertheless, attainment in science is still below national expectations. The learning needs of those pupils identified with special education needs and/or disabilities are effectively addressed through well-targeted support such as that for pupils with speech and language delay.

The quality of teaching is improving at a rapid rate in response to the rigorous monitoring of teaching by senior leaders. Assessment information is now being used effectively to plan lessons that target individual learning needs, provide challenge for pupils and focus clearly on raising pupils' performance.

There are significant strengths in the personal development of pupils and there is a 'rights respecting' ethos within the school. It is clear that pupils enjoy school and what it provides, particularly the extended-day activities. Behaviour is good and on occasions excellent. Curriculum provision is good with strengths in the extended-day provision and partnership links, particularly in sports, with other schools. Pupils receive a high standard of care, links with support agencies are good and transition arrangements within school and with the secondary school are good.

The leadership team has accurately identified areas for development and has been driving through a programme of interventions to raise attainment and progress. The school's capacity to sustain improvement is good, as demonstrated by the recent fast improvement. Governors support the school well, challenge the leadership team and are actively involved with all aspects. However, the information about attainment and progress does not identify where underachievement is happening. Consequently, governors' effectiveness to monitor and challenge the school is significantly reduced. Links with parents and carers are good with a range of workshops to help parents

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support their child's learning. Partnerships with specialist agencies and other schools are also good. The provision for community cohesion is satisfactory. There are good links with the local community, but the school is aware of the need to extend pupils' knowledge and understanding of diverse communities within the United Kingdom and globally.

What does the school need to do to improve further?

- Raise standards in basic skills by:
 - developing teachers' knowledge and skills in science
 - continuing to focus on developing writing and reading skills in Years 1 and 2
 - effectively using intervention strategies to develop pupils' competence in mathematics in Years 3 to 6.
 - Improve the provision for community cohesion to extend pupils' knowledge and understanding of national and global communities.
 - Ensure that the governing body takes steps to access accurate information on pupils' performance so that the governors can actively and effectively challenge the school when necessary.

Outcomes for individuals and groups of pupils**3**

National test data at the end of 2009 showed that by the end of Year 6 pupils' attainment and progress overall were significantly below national expectations compared with their starting points. However, standards in English were in line with the national average and this is clearly linked to the guided reading programmes and the rigorous three-weekly testing and review of writing. Similar interventions have been introduced for mathematics and inspection evidence was able to verify their increasing effectiveness in raising standards. Pupils in Year 6 are on track to attain standards in line with national expectations and are currently making satisfactory progress compared with their starting points. The focus in Years 1 and 2 is now on raising standards in reading and writing. Pupils' progress is satisfactory. Clear identification of the learning needs of pupils with special educational needs and/or disabilities has allowed for well-targeted support and these pupils are making similar progress to their peers. Behaviour is good. There is a positive work ethic among pupils. They enjoy learning and are keen to monitor their progress towards meeting their challenging targets. They take an active role in the school community acting as 'Buddies' to children in Early Years Foundation Stage, as house captains and their views are sought by the school council and taken seriously by school leadership. Through close links with the church, pupils learn about ceremonies, such as baptism and weddings. The school environment, with displays of pupils' work, contributes significantly to the overall spiritual awareness and place in the local community. Pupils are unfailingly courteous and kind towards each other and relationships are very good. The annual performances in the village for the local community are very popular and tickets quickly sell out. An awareness of business is

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fostered through activities such as the Maths Caf☐☐ held at an open morning for parents. Pupils made the cakes, ordered supplies and managed a budget. However, pupils' understanding of wider and global communities and life in the diverse society of the United Kingdom is underdeveloped.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching has significantly improved and is satisfactory. However, the quality of teaching in science did not match that in English and mathematics, partly because of teachers' lack of confidence in, and sometimes subject understanding of, the materials. Teaching staff are a cohesive team and good practice is beginning to be shared. This is hastening improvement as teachers are aspiring to match that of the best. Challenging targets are now set for individual pupils and assessment practice is improving. Pupils' progress is now carefully tracked on a half-termly basis. In the most successful lessons, pupils were challenged to think, the pace of learning was fast and planning was exemplary. In some year groups, particularly in Years 4, 5 and 6, teachers are playing 'catch up' and the focus is clearly on developing and consolidating pupils'

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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skills particularly in reading, writing and mathematics. Teaching assistants are well deployed and make a significant contribution to the quality of all pupils' learning. There is a rich and varied curriculum and a stimulating learning environment that celebrates pupils' achievements. The curriculum is tailored well to match pupils' current learning needs. Guided reading and writing programmes are beginning to raise pupils' competences and contribute towards helping pupils access other areas of the curriculum. A creative curriculum has recently been introduced that has science as its focus. Currently this area of learning is underdeveloped and the current provision does not ensure pupils gain appropriate knowledge and understanding in this subject. Resources to support learning are very good and the use of information and communication technology, when used well, brings lessons alive, engages pupils effectively in the learning process, as well as developing skills for their future economic well-being. There is a good range of after-school clubs which are well attended. Enrichment activities, such as residential visits, trips, and visitors to the school, contribute towards pupils' personal development.

The partnerships with support agencies and health professionals make a significant contribution towards the high quality of care that pupils receive. There has been a thorough audit of the provision for pupils' identified with special educational needs and/or disabilities, with the result that provision for this group has been significantly improved. The school carefully monitors pupils who have been identified as vulnerable for a range of reasons and provides the best support it can. Parents are involved with individual education plans and, where appropriate, behaviour plans. The fact that pupils who have experienced behavioural difficulties at other schools have settled in so well and are now accessing education is due in part to this high quality provision. Pupils and their parents are supported well at points of transition.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has an enthusiastic and committed leadership team and is now able to drive forward the programme of improvements that had been identified through the accurate self-evaluation of the school's performance. Systems have been introduced for assessing and tracking pupils' progress, monitoring the quality of teaching and addressing the underachievement of pupils in the core subjects. Monitoring is now rigorous and has been instrumental in bringing about the improvement in the 2009

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national tests. The school development plan has identified science as the next focus of the school's work and a start has been made by making it the core of the creative curriculum. However, teachers' skills and subject knowledge still remain an area for development.

The school is well supported by the governing body who plays an active role in school. The governors ensure that statutory requirements are met, ask challenging questions and hold the school to account over its performance in many aspects of the school's work. However, they need to ensure they have access to accurate information on pupils' performance to monitor this more effectively and to ensure that all pupils make the appropriate progress. Safeguarding procedures are secure.

The school has a good partnership with its parents. There are termly meetings to discuss progress, open mornings where parents can share lessons, and workshops to help them to support their child's learning. Partnerships with external agencies and other schools are good and support curriculum provision and the well-being of pupils. Provision to develop pupils' understanding of their place in national and international settings is not fully developed. Pupils have limited awareness of societies and cultures different from their own.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress towards meeting their early learning goals from a low starting point. The majority attain age-related expectations by the end of their Reception year. After an excellent start in the Nursery,

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children really enjoy their learning and quickly settle into the warm and welcoming learning environment of their recently completed accommodation. Opportunities that bring a sense of awe and wonder into their lives, such as the bubble machine, stimulate children to ask questions with the consequent gains in knowledge and understanding. Children learn and play well together and are developing a good understanding of healthy lifestyles. They are encouraged to think for themselves. In the Nursery, for example, the 'special person' for the day was expected to count the number of children present and ensure that all had drinks with their names on for snack time. Good social relationships are encouraged with children sitting at the table to eat their fruit having first washed their hands

Leadership and management are good. Support staff are skilled at observing children and recording and assessing their progress. This information informs planning and there is a good balance between child-initiated learning and adult-directed activities. Nursery assessment procedures are excellent, but this good practice needs to be extended to the Reception class. There are good partnerships with relevant support agencies that promote children's well-being. Links with parents are good and the parent packs encourage them to take an active role in their child's learning journey.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Only 18% of parents completed the questionnaire. Of these the majority of parents said they were happy with the school and feel their child enjoys school and is kept safe. They felt the Buddy system to aid transition from the Nursery to Reception class was good. They made particular mention of the impressive range of learning experiences that pupils can access. A few parents expressed concerns about how unacceptable behaviour was managed and how the school takes account of their suggestions. Inspection evidence indicates that both the leadership team and governing body welcome any suggestions parents make and if appropriate implement them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop Henderson Church of England 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	61	10	36	0	0	0	0
The school keeps my child safe	17	61	9	32	2	7	0	0
The school informs me about my child's progress	15	54	10	36	2	7	0	0
My child is making enough progress at this school	14	50	11	39	2	7	0	0
The teaching is good at this school	13	46	13	46	1	4	0	0
The school helps me to support my child's learning	15	54	10	36	2	7	0	0
The school helps my child to have a healthy lifestyle	14	50	14	50	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)	13	46	11	39	2	7	0	0
The school meets my child's particular needs	13	46	13	46	1	4	0	0
The school deals effectively with unacceptable behaviour	13	46	10	36	3	11	2	7
The school takes account of my suggestions and concerns	11	39	12	43	3	11	1	4
The school is led and managed effectively	14	50	11	39	1	4	1	4
Overall, I am happy with my child's experience at this school	18	64	9	32	0	0	1	4

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



27 November 2009

Dear Pupils

Inspection of Bishop Henderson Church of England Primary School, Coleford BA3 5PN

I would like to thank you for making us so welcome when we visited your school recently and talking to us about your school and work.

You told us that you enjoy coming to school, particularly the extra activities that are provided for you after school. We found that you are courteous to visitors and each other and your behaviour is good. You work hard in your lessons and like to see the progress you are making and how you can improve to reach the next level.

However, there are areas of the school's work that need improvement in order to make it an even better place. These have already been recognised by senior leaders and the governing body and a start has been made. This is what we have asked your school to do.

- Make sure that all teachers have the necessary knowledge and skills to improve the progress you make in science.
- Make sure that you continue to achieve higher standards in English and mathematics.
- Extend your opportunities to increase your knowledge and understanding of the wider and global community to prepare you more effectively for life beyond school.
- Make sure the governing body uses accurate information about your progress and the standards you achieve so it can monitor the work of the school more effectively.

You are already playing your part by behaving well and working hard in lessons. I wish you all the best for the future.

Yours sincerely

Judith Goodchild

Lead Inspector

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