

# Bishop Lovett Church of England Controlled Middle School, Ryde

## Inspection report

---

Unique Reference Number	118218
Local Authority	Isle of Wight
Inspection number	291055
Inspection dates	20-21 May 2008
Reporting inspector	Christine Jones (HMI)

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

---

Type of School	Middle deemed secondary
School category	Voluntary controlled
Age range of pupils	9-13
Gender of pupils	Mixed
Number on roll	
School	389
Appropriate authority	The governing body
Chair	Mrs S Low
Headteacher	Mrs U Hutchinson
Date of previous school inspection	10 March 2003
School address	St John's House Appley Road Ryde PO33 1NE
Telephone number	01983 563732
Fax number	01983 614274

---

Age group	9-13
Inspection Date(s)	20-21 May 2008
Inspection Number	291055

---

(c) Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

---

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Bishop Lovett is an average size middle school set in extensive well-kept grounds overlooking the Solent. Students attend the school from 9 to 13 years old and come from a wide mix of different social backgrounds. More students than average are eligible for free school meals. Few students come from minority ethnic groups or have English as an additional language. In comparison with other schools, fewer students have statements of special educational need although overall the number of students with learning difficulties or disabilities is higher than that found nationally. The school has gained the 'Healthy Schools' award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

Grade: 1

'I really enjoy coming here - it is a really friendly place and the teachers are very helpful'. The view of this student illustrates the excellent caring and supportive ethos of this outstanding school. As a result of the school's sharp focus on the enjoyment of learning, the personal development and academic achievement of students, including those with learning difficulties and disabilities, is outstanding. Students know they are expected to behave and learn in the positive atmosphere the school creates. The quality of education is outstanding. Good test results are improving and students make outstanding progress from their starting points on entry to the school because their individual needs are identified quickly and provided for well.

Students and parents appreciate the opportunities the school provides. As one parent said, 'This school encourages my child to be ambitious and confident'. Students are fully aware of the benefits of a healthy lifestyle and are eager participants in the extra sporting activities available. The school takes outstanding care of its students and is effective in improving behaviour and raising self-esteem. Attendance is excellent and the school maintains a close watch on absence, following up missing students very quickly.

This caring, highly inclusive school knows its students well and makes excellent provision for their needs. A culture of consistently good teaching and learning has been created through lessons that challenge and stimulate students of all abilities as teachers are encouraged to develop their skills creatively and deliver lessons that are engaging and interesting. Occasionally teachers do not give their students enough opportunities to take responsibility for their own learning - one student put it: 'Sometimes teachers talk too much and stop us working and I really enjoy group activities'. Improved assessment strategies are now in use across all subjects and are effective in tracking students' progress and setting appropriate targets. Many teachers give their students excellent guidance on what they need to do to improve their work but not all students receive such consistent and high quality advice. The good curriculum ensures all different groups of students, including those with specific learning difficulties and disabilities, receive appropriate provision. It also includes good extension opportunities for highly able students. The school has real strengths in its enrichment programme and in the quality and variety of its clubs - some students attend an after school club on five days a week. The boys' choir in particular is extremely successful with a large membership that performs both in school and in the local community.

A major key to the success of the school is the excellent leadership and management of the headteacher and senior team supported by high quality middle management. The headteacher puts considerable effort into developing the leadership and management skills of staff at both senior and middle levels. As a result, the quality of leadership throughout the school is improving and driving the development of teaching and learning. This focus on developing leadership skills also extends to the students through the 'young leaders' programme where students grow in confidence through organising and leading both sporting and information and communications technology (ICT) activities in primary schools.

There is a constant and consistent striving for continuous improvement at every level. This is driven by rigorous analysis of data, exemplary monitoring, and honest, although modest, self-evaluation. As a result, staff and governors have a clear understanding of what the school does well and what needs to be improved.

## What the school should do to improve further

- Ensure the existing outstanding practice in marking and assessment is extended to all staff so that consistent and detailed feedback is given to students on what they need to do to improve their work.
- Give students more opportunities to take responsibility for their own learning.

## Achievement and standards

**Grade: 1**

Students consistently reach above average standards and make outstanding progress as they move through the school, including those with specific learning and behavioural difficulties and disabilities. This is because expectations are high and students' individual needs are identified early. Students are set challenging targets that are shared with their parents and reviewed regularly. Their progress towards these targets is monitored thoroughly and students at risk of not achieving them are given good additional support and guidance.

In the 2007 Year 6 national tests, standards were in line with national averages for English, mathematics and science and are improving steadily. This represents very good progress from students' below average starting points on entry to the school. For the first time in 2007, a significant proportion of students took the end of Key Stage 3 national tests a year early. Overall comparison with national test outcomes is difficult as only those students who were working at an appropriate level were entered for the tests in Year 8 and some did not take all three tests. The Year 8 students who took the tests reached standards that were overall well above the average for students nationally who took the tests in Year 9. This represents outstanding progress, especially when this early entry into the tests is taken into account. Robust school data indicate that current standards are higher with more students taking the national tests in Year 8.

## Personal development and well-being

**Grade: 1**

Students are very enthusiastic about their school. They come to school regularly, on time and throw themselves whole-heartedly into a wide range of activities and clearly enjoy their learning - saying that many lessons are 'fun' and that they particularly enjoy group work. They are articulate, reflective, loyal and appreciative of the opportunities and facilities on offer. Students say they feel very safe and well cared for and that all staff are very helpful and approachable. Incidents of bullying are very rare and, if they do occur, the students are confident they are sorted out very quickly. Vulnerable students in particular feel well cared for and know the 'Solent Room' provides a safe haven.

Spiritual, moral, social and cultural development is outstanding. The work of the school council is highly valued and makes a strong contribution to school life. Students appreciate the wide range of other activities the school offers including visits and trips, especially those to the mainland and beyond. Students are very involved in the community and participate in local and national charities and events. The school choirs are very popular and participate enthusiastically in local church activities. Students who are 'young leaders' work with and teach younger children in primary schools. Students talk knowledgeably about what they do to stay fit and healthy. They say they get lots of exercise and are proud of their Healthy Schools Award. Students leave the school with very good skills in literacy, numeracy and ICT that are an excellent foundation for their future economic well-being.

## Quality of provision

### Teaching and learning

**Grade: 2**

Teachers have high expectations in lessons and students have outstanding relationships with their teachers as well as excellent attitudes to learning and show a real desire to succeed. Students learn particularly well when teachers encourage them to think for themselves and they have opportunities to both work in groups and to learn independently within well-structured lessons. They thrive on a variety of activities that capture and keep their interest.

The school's major thrust to develop teachers' skills in using information on students' performance is having an increasingly positive effect. Marking is usually careful, detailed and supportive with written work regularly assessed and many examples of outstanding informative feedback. This ensures that students know the level they are working at and what they need to do to improve their work. Not all teachers support their students this well, however, and some need to give clearer guidance to individual students in order to help them reach their targets. Learning support assistants (LSAs) are highly effective in helping students with differing needs. They are thoroughly trained and skilled in supporting teachers and learning.

### Curriculum and other activities

**Grade: 2**

The curriculum meets the needs of students well, is relevant to their interests and there are good opportunities to link literacy, numeracy and ICT with other subjects. There is a clear focus on raising attainment in writing and mathematics and ICT by using other subjects in the curriculum to support them although there is not enough emphasis on developing students' learning skills. The curriculum was successfully adapted to support those students taking national tests early in Year 8. In Years 5 and 6 students gain from the continuity provided by having the same teacher for English, history, and personal, social, health and citizenship education (PSHCE).

Parents and students are particularly enthusiastic about the very wide range of extra curricular opportunities and clubs, particularly in sport. Students who are not keen on sport are well catered for through many other activities, for example in music and the school environmental walk. Modern foreign language classes are not available in Years 5 and 6 but there is a successful French club. Theme days, visits and residential activities strongly enrich learning and Year 6 and 7 students have the opportunity to stay in France.

### Care, guidance and support

**Grade: 1**

The care and support given to all students is outstanding and contributes significantly to their excellent academic and personal development. Procedures for safeguarding students and ensuring their health and safety are robust. Staff are well trained and there are good levels of supervision. The monitoring of all aspects of behaviour and attendance is excellent. Very prompt following up of unexplained absence has reduced non-attendance significantly. The very small number of students who are persistently absent from school are specifically and effectively targeted using a range of support agencies.

The year group and form tutor system is very strong and gives very effective support to all students. The quality of care for individual students, including vulnerable students and those with learning difficulties and disabilities, is exceptional. The school works very hard to help students settle into school when they first arrive. Parents say that their children settle happily into school life and really enjoy school.

Students benefit from the support of well-trained and experienced support staff and from very effective links with parents, partner schools and outside agencies. A parent of a child who found aspects of literacy difficult commented, 'The teachers have been fantastic in helping my daughter and communicating with me'. Academic guidance is good. The school has recently introduced a new system that is helping students to understand their targets and improve their progress. Good careers education is provided through the PSHCE programme and students are confident about moving on to high schools after Year 8.

## Leadership and management

**Grade: 1**

Leadership and management at all levels, under the excellent leadership of the headteacher, are outstanding. There is a clear, consistent, shared vision focused sharply on high expectations of the academic achievement and personal development of all students. The headteacher is supported exceptionally well by her senior leaders who have a thorough and detailed knowledge of the school's strengths and areas for improvement. Procedures to monitor and evaluate the quality of provision are exemplary. Middle managers have a clear view of their role in the school and know what needs to be done to improve the quality of education in their areas.

The school makes excellent use of the resources available to them to provide a good learning environment. The governors have a good knowledge of the strengths and weaknesses of the school and give good support in helping the school to ensure continuous improvement. The headteacher has forged a strong team that has excellent capacity for continuous improvement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-------------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interest of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

<sup>2</sup> IE - denotes that insufficient evidence was available to inspectors for a judgement to be made.

## Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Annex B



## Letter to pupils explaining the findings of the inspection.

05 June 2008

Dear Students

Inspection of Bishop Lovett Church of England Controlled Middle School, Ryde, Ryde, PO33 1NE

I would like to thank you for making us feel so welcome when we visited your school recently. We very much enjoyed talking to you, looking at your work and seeing you in lessons.

Your school is outstanding and does everything possible to look after you. Your behaviour is excellent; you are polite and care for each other well. You have lots of extra activities and clubs, which many of you attend, and your school council is very active in improving the school. Your teachers make the lessons interesting for you by giving you lots of things to do and getting you involved. You told us you really enjoyed this although sometimes teachers talk too much when you would prefer to be working in groups.

Your school takes excellent care of you. You tell us that you feel safe and that there is always someone to turn to when you need help. You speak highly of your teachers' readiness to assist you. Many of you make a difference through taking part in activities such as the school council and working as 'young leaders' in the wider community.

Because of the hard work of your headteacher, of the governors, and of your many very committed teachers, you make excellent progress. You co-operate really well with what your school is trying to do for you and we are convinced that you will continue to support your teachers' efforts and go from strength to strength in developing your personal as well as academic skills. You can help in this by:

- becoming more actively involved in your own learning
- acting on the advice your teachers give you to help you to improve your work.

Everyone wants Bishop Lovett School to keep on improving. We think if you keep working and learning together, you will do just that.

Yours sincerely

Christine Jones  
Her Majesty's Inspector