

Chilmark and Fonthill Bishop Church of England Aided Primary School

The Street, Chilmark, Salisbury, Wiltshire SP3 5AR

Inspection dates

10–11 May 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- Capacity in leadership has been limited until recently because of the newness of the governing body and the teaching staff. Governors have provided limited challenge and expectations have not been high enough.
- Strategic leadership from governors, although needed for the school to make rapid progress, has been absent.
- Leaders' planning for improvement is not focused sharply enough on the impact actions have on improving pupils' learning. As a result, the pace of change has not been swift enough.
- Too often, teachers do not challenge incorrect work, so pupils continue to make the same mistakes.
- The quality of teaching is not consistently good, which hinders pupils' progress.
- Pupils are not provided with opportunities to show enquiry skills. Their thirst for learning is not developed within the teaching provided.
- Some pupils lack pride in their work. This hampers their accuracy, presentation and legibility.
- There is not enough challenge for the most able pupils, including for the most able children in early years.
- Some children in the early years do not achieve as well as they could. Learning activities occasionally lack sufficient purpose to ensure children make rapid progress.

The school has the following strengths

- The headteacher has maintained a positive approach through a very turbulent time for the school. Staffing is now secure, and teachers are working well together as a team. They are determined to make improvements rapidly and ensure success for the pupils.
- Pupils' behaviour is good. They show respect to staff and each other.
- Disadvantaged pupils and those who have special educational needs are making good progress from their starting points.

Full report

What does the school need to do to improve further?

- Improve the quality of governance so that it provides effective strategic leadership that supports and challenges school leaders and, as a result, improvements happen rapidly.
- Leaders and those responsible for governance should ensure that standards continue to rise by planning improvements in teaching with a focus on learning.
- Improve the quality of teaching, including in the early years, by ensuring that:
 - staff and pupils have high expectations
 - work is monitored more stringently, progress is rapid and expectations are consistent
 - the most able pupils are led into learning that is sufficiently challenging and deepens their thinking
 - the confidence and pride of pupils is raised so that they participate fully in their learning, understand their potential, and recognise the importance of accuracy.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- In September 2016, the new governing body took over from the executive body that the local authority had put in place. Governance has lacked effective planning. The enormity of the issues took precedence and this affected pupils' progress.
- Likewise, the headteacher was forced to react to a range of situations that limited his capacity to improve provision and measure impact. As a result, improvements have been slower than intended.
- Governors and school leaders are ambitious and have high expectations. Their relationship is positive. Leaders' evaluation of the quality of education in the school is secure and they are very aware of the improvements needed. Recent action has led to better progress for pupils, especially in English and mathematics.
- The new leader for mathematics is an experienced teacher. The impact of her work is clear to see and pupils' mathematical skills have improved exponentially. She has provided much-needed leadership in this area as well as in the school. Together, she and the headteacher are working on the consolidation and deepening of skills in English and mathematics. This is advantageous for the less experienced teachers, as well as pupils.
- The processes for managing the performance of teachers are strong. As targets are based on school priorities and the teachers' standards, teachers are helping to move the school forward on its journey to better teaching and greater success for pupils. As yet, there are no processes for managing the performance of other staff so capacity for whole-school improvement is lessened.
- Teachers are provided with good professional development experiences. They appreciate these and are developing their knowledge and skills accordingly. Those new to teaching are helped to improve more quickly and pupils gain from this.
- Leaders manage the spending of funds proficiently. Pupils who have special educational needs and/or disabilities are supported well. They are making good progress from their starting points. The link governor for pupils who have special educational needs and/or disabilities is providing effective challenge in this area and supporting the leaders to develop provision further.
- Funding for the few disadvantaged pupils is spent competently and eases any barriers to learning so that their progress is good.
- Pupils are benefiting from the school's use of physical education and sport premium funding. Coaches lead after-school clubs such as tennis. In addition, coaches teach physical education to children in the Reception Year. Teachers are gaining expertise in physical education, which makes them more skilful and able to provide a healthier experience for pupils.
- There are many activities undertaken that enrich pupils' experiences in spiritual, moral, social and cultural ways. Pupils go on residential trips, raise money for charities, and participate in choral singing. British values are embedded within processes for elections

to the school council and attendance at the local Youth Parliament. Year 2 undertook a project on the Second World War which included pupils talking with adults who had been children at that time. Pupils' conversations with local adults enhanced their social and cultural awareness. Their writing of these experiences helped them appreciate British values from a historical perspective.

- Pupils' awareness of extremism and terrorism is limited. Personal, social, health and economic education is not covered adequately yet.

Governance of the school

- Governance has gone through many changes in recent years. Current governors are keen to develop their understanding of school leadership. Link governors, such as those for mathematics, the arts and for pupils who have special educational needs and/or disabilities, are providing appropriate rigour and assistance. These aspects of governance are embryonic so the impact is limited. It is recommended that a review take place to help speed up the process of school improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher has created a culture where assessing risk is the norm. The checks undertaken on staff, visitors and recruitment are stringent. Secure processes are in place for monitoring and recording any safeguarding concerns. Staff are trained in how to keep pupils safe from abuse, sexual exploitation, and from the influence of radical or extreme views. The headteacher works sensitively with parents and external agencies to monitor and support any vulnerable pupils.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is too variable across the school. Expectations are not consistently high and pupils are not challenged effectively in some year groups.
- Pupils do not review, consolidate and deepen their learning in a systematic way. As a result, they make too many errors.
- Pupils have not been taught learning habits which encourage them to persevere. They are not self-reflective about learning and their editing skills are weak.
- The most able pupils are not achieving their potential because of lack of challenge. Activities that stretch and test their intellect are not given to them regularly.
- Teachers are not picking up on pupils' misconceptions and weaknesses so pupils continue to make the same simple mistakes, such as forgetting to place capital letters and commas accurately.
- There is a comfortable learning atmosphere because of the good relationships between staff and pupils, which provides an ideal environment for discussion and questioning.
- Pupils are keen to learn and spoke of their desire to be challenged further.

- The teaching of phonics is effective and supports the reading and spelling of the younger pupils. Pupils read fluently and are guided well in their development of reading.
- The teaching of mathematics has improved since the subject leader joined in October 2016. There is a greater emphasis on problem solving and reasoning. Pupils in key stage 2 are working well with these concepts.
- The headteacher has led on writing. Pupils are gaining confidence in writing extensively for a range of purposes.
- Teachers' planning is improving because the headteacher monitors this closely.
- The teaching of disadvantaged pupils and those who have special educational needs and/or disabilities is helping them to achieve as well as their peers, and sometimes better. This is because teachers are aware of their needs and how to aid them. Barriers to learning are removed successfully.
- Homework supports pupils' spelling, reading and number work. Guidance given to parents is clear about what is expected. For parents who wish to do more, there are website links on appropriate topics.
- Communication between school leaders and parents is good. Reporting is accurate and timely so parents are aware of the progress made by their children and have plentiful opportunities to ask questions and seek advice.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' pride in their work is too variable. Some do not see personal pride as an essential aspect of their learning and teachers do not challenge them regularly.
- Pupils' knowledge about bullying is incomplete. They are not aware of the range of bullying or how bullying should be dealt with. This limits their understanding of values connected with equalities and diversity, leaving them less well prepared for life in the 21st century than they should be.
- Teaching of personal, social, health and economic education is not offered regularly. Some aspects are conveyed through assemblies. Consequently, there are gaps in pupils' knowledge that hamper their holistic understanding of citizenship.
- Pupils are confident and self-aware. Even the youngest pupils are keen to share their thoughts and do so articulately.
- The emotional health of pupils is supported well by valuable work on emotional literacy.
- Physical health is promoted through the many sporting activities that take place. There is regular swimming. After-school clubs are attended well and offer multi-skills, football, rugby, tennis and running.

Behaviour

- The behaviour of pupils is good.
- Pupils are enthusiastic about coming to school and this is reflected in the high rate of attendance, which is above the national averages overall and for specific groups. It is a similar picture for persistent absence, which has been below national averages for several years.
- Conduct in classes, around school and at break and lunchtimes is good. Pupils are respectful towards each other and the facilities. They appreciate the environment of the school, especially places such as the peace garden and the library which offer moments of calm.
- There is no disruption to learning because pupils respect their teachers and the right of their classmates to learn.
- Relationships between older and younger pupils are strong. They are considerate and helpful to each other.

Outcomes for pupils

Requires improvement

- Historically, assessments were overgenerous, which hindered progress. Currently, leaders value external moderation and this provides realistic goals for pupils to achieve.
- In 2016, progress was low in the core subjects at key stage 2. Mathematics was in the lowest 5% nationally, writing was in the lowest 25% and reading was in the lowest 40%. The standards in writing and reading are better than in mathematics and remain so. There has been consistent incremental improvement in these subjects.
- The most able pupils are not making good progress, as teaching has not stretched their thinking and reasoning effectively. There are too few disadvantaged pupils in the school to comment on the progress of the most able disadvantaged pupils.
- Since the appointment of the mathematics leader this year, stronger progress has been seen in the learning of fractions and more complex problems. This is particularly true for the older pupils in key stage 2.
- There is clear evidence of pupils developing their writing from Year 2 onwards. They are better able to adapt and use stylistic techniques, according to purpose and audience, than in the previous year's work. Their stamina for extended writing is improving.
- The disadvantaged pupils and those who have special educational needs and/or disabilities are doing well from their different starting points. In key stage 2, pupils who have special educational needs and/or disabilities are producing work of a very high quality in writing.
- Pupils read well and enjoy reading. Pupils run a book club in the library as well as participating in the management of the library. Pupils take part in World Book Day. They use characterisation and plot with good effect in writing. Pupils' skills in comprehension and inference are not established to the same level.
- Pupils are not prepared well enough academically for their next steps in education.

Better links with secondary providers are aiding in transition work and raising leaders' expectations of what is required of staff and pupils.

Early years provision

Requires improvement

- Some children in the early years, mainly the most able, do not make the progress of which they are capable. These children are not as well prepared academically for Year 1 as they could be.
- Outside provision for children is not used effectively in the Reception Year. Children are not challenged sufficiently to build their knowledge and skills. Purposeful activities are not provided for them as an encouragement to do so.
- Staff have created a learning environment to engage children within the classroom. However, not enough use is made of the outside space. Opportunities for learning in literacy and numeracy are not used advantageously enough in this external area so children are not gaining from richer and more diverse experiences.
- Parents are not included in the development and learning of their children in a systematic way. Teaching in Reception has not supported parents in understanding what would be most helpful to know about children's behaviour and learning at home.
- Children are settled in their learning. The routines established ensure that children respect the equipment used. Children are polite to each other and to staff. They are enthusiastic about being involved and are gaining confidence in their own abilities.
- Children's personal and social development is strong because staff know the children well and cater for their individual needs.
- Children respond well to adults. They take responsibility for their actions eagerly. They are keen to learn. Staff do not utilise children's enthusiasm effectively enough at times, which slows their progress.
- Leaders have ensured that children are safe and free from harm. Safeguarding practices are robust, as they are in the main school.

School details

Unique reference number	126438
Local authority	Wiltshire
Inspection number	10002563

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	68
Appropriate authority	The governing body
Chair	David Ulllyott
Headteacher	Adam Smith
Telephone number	01722 716348
Website	www.chilmarkfonthillbishop.wilts.sch.uk/
Email address	head@chilmarkfonthillbishop.wilts.sch.uk
Date of previous inspection	18 November 2008

Information about this school

- The school does not meet requirements on the publication of information about the complaints policy and assessment details on its website.
- Chilmark and Fonthill Bishop Church of England Aided Primary School is smaller than the average primary school.
- The headteacher was appointed in February 2016. The teacher in Year 5 and 6, who is the lead for mathematics, was appointed in October 2016. The teacher of the early years foundation stage children was appointed in September 2016 and is newly qualified.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average but, for those who have education and health care plans, it is in line with the average.

- The proportion of pupils supported by the pupil premium funding is below the national average.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Year 6.

Information about this inspection

- The end of year national tests for key stage 2 were taking place during the inspection.
- All pupils went swimming at a local sports centre on the afternoon of 11 May 2016.
- The lead inspector visited lessons jointly with the headteacher.
- A wide sample of pupils' work, from all year groups and a range of subjects, was scrutinised.
- The lead inspector talked with a group of pupils from Years 1 to 5, as well as with pupils informally across the site.
- Meetings were held with the headteacher, leader of mathematics, newly qualified and recently qualified teachers and a student teacher, members of the governing body and the local authority school improvement officer.
- Information and other documentary evidence were evaluated, including information relating to safeguarding, assessment, school evaluation and external reviews.
- The lead inspector took account of the 30 responses to the online Parent View survey.

Inspection team

Kathy Maddocks, lead inspector

Her Majesty's Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Piccadilly Gate
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Manchester
M1 2WD

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