

Inspection of Chilmark and Fonthill Bishop Church of England Aided Primary School

The Street, Chilmark, Salisbury, Wiltshire SP3 5AR

Inspection dates: 12–13 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this school?

The quality of education that the pupils receive is not yet good enough to allow them to achieve well. Leaders have an ambition for pupils to undertake an exciting and varied curriculum, but this is not fully in place yet.

Staff have high expectations of pupils' behaviour and how they settle down to their learning. Pupils are keen to come to school and enjoy their lessons. The younger children enter in the morning with excitement about what the day will bring. Pupils say they are proud of their school. All pupils conduct themselves well, show respect and are polite. The relationships between adults and pupils are strong. All staff know pupils well and are aware of their individual needs. Pupils are well cared for. Parents and carers value the nurturing ethos leaders have created.

Pupils have a good knowledge of healthy lifestyles and enjoy growing vegetables that they are later able to cook. Older pupils relish the leadership opportunities on offer including becoming playground leaders, members of the school council and house captains. Pupils look after younger pupils well. Pupils say bullying is rare and are confident that staff would deal with this quickly.

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

Leaders have begun to design a curriculum for mixed-aged classes. This work is in its early stages. Leadership across the school is not yet strong enough to ensure that pupils receive a good quality of education. Some leaders, recently new to post, have not had time to make sure that pupils' knowledge is building well across the curriculum. Teachers' knowledge in some areas of the curriculum is not sufficient. Leaders do not have an accurate enough understanding of the school's strengths and weaknesses. Currently, they do not plan or prioritise improvement work well enough and this reduces the ability of governors to hold them to account effectively.

Reading is a priority across the school. Leaders and teachers choose texts that link to class topics, with the aim of engaging and enthusing pupils. Pupils report that they enjoy reading. Older pupils read books from a wide range of authors. However, not all pupils are fluent readers. This is because the phonics programme for younger pupils is not always effective. This is particularly the case for those pupils who struggle to learn sounds. Interventions to help pupils catch up with the phonics programme are not put in place quickly enough for them to be successful.

In writing, leaders have created long-term plans of what pupils should learn and be able to do. However, learning is not consistently well sequenced to enable pupils to become better writers. As a result, pupils do not build on what they already know and can do. Pupils in younger classes are not applying their phonics knowledge to enable them to spell well. However, older pupils are building their knowledge and skills well. Also, they can accurately apply grammar to their writing.

The mathematics leader has worked hard to find out where pupils have gaps in their mathematical knowledge and understanding. Staff are beginning to address these gaps. Some teachers are planning learning that builds on pupils' prior skills, knowledge and understanding. When this is successful, pupils make stronger progress as they use what they already know and can do to help them understand. However, this is not yet consistent across the school. In particular, learning does not match the needs of the most able pupils or those with special educational needs and/or disabilities (SEND) so that they achieve well.

Pupils enjoy subjects such as science, art, music and physical education (PE). The school has sought outside experts, such as an artist in residence. Pupils are using their drawing skills to produce work of high quality. The wider curriculum is developing. However, lessons are not ordered well enough. Teachers do not consistently plan lessons that build on pupils' prior learning. For example, in science pupils struggle to relate properties of materials to their new learning on states of matter.

Pupils work well with one another. They show each other respect and demonstrate care and attention. Pupils are keen to develop the good in themselves. Pupils participate well in worship and prayer. These opportunities are calm and provide pupils with high-quality time for reflection.

Children settle into Reception class well and are eager to learn. They play and learn cooperatively together and mix well with the Year 1 pupils in the class. Children have positive attitudes to learning. The curriculum is varied with a range of activities on offer. However, leaders have not ensured that teachers build on what the children can do and know.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are vigilant and keep pupils safe from harm. Leaders make sure all recruitment checks are complete before staff work with pupils. School procedures for safeguarding children are made clear for all visitors. Pupils are confident to talk to staff if they have a problem. Staff know what to do when this happens because they are well trained. When needed, the school works with external agencies to provide support and help for pupils.

Pupils feel safe in school and know how to maintain that feeling of safety when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The quality of phonics teaching is not good enough. Although there is a clear phonics programme in place, it is not being implemented successfully for all pupils. Too many pupils do not meet the expected standard at the end of Year 1. Interventions to help these pupils to catch up are not put in place swiftly enough to help them make good progress. Leaders need to ensure that staff have the right training to enable them to support these pupils well. They also need to make sure that the teaching of phonics is improved so that all pupils can read well.
- Leaders need to ensure that all teachers have the necessary subject knowledge and know how to teach these subjects well. This will enable them to be able to plan learning that is well sequenced and build on pupils' prior learning. This is particularly needed in writing and mathematics within the lower school.
- The curriculum is still developing. While there are plans in place, these do not sequence learning well enough so that pupils can build their learning on what they already know and can do. Leaders should further develop curriculum plans so that they enable pupils to know more and remember more.
- Some teachers do not plan well enough to meet the needs of the pupils. They do not use what they know about pupils to provide effective learning. Leaders need to make sure teachers use assessment information precisely to provide pupils with work that closely matches their needs. This is particularly the case for pupils with SEND and the most able.
- Leadership within the school is developing. However, leaders have not been accurate in evaluating the strengths and areas for development within the school. Leaders are improving this with the assistance of local authority support. Leaders, at all levels, need to assess and plan carefully where the school needs to improve and prioritise actions to bring about improvements. Clear plans will enable governors to check on leaders' progress with greater rigour.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	126438
Local authority	Wiltshire
Inspection number	10111472
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	75
Appropriate authority	The governing body
Chair of governing body	Chris Farrand
Headteacher	Adam Smith
Website	www.chilmarkfonthillbishop.wilts.sch.uk/
Date of previous inspection	10–11 May 2017

Information about this school

- This is a smaller than average-sized primary school. There are three mixed-aged classes.
- The school is voluntary aided and sits within the Diocese of Salisbury.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors looked closely at reading, writing, mathematics and art during the inspection. Inspectors conducted lesson visits, spoke with teachers and met with senior leaders and curriculum leaders. They also considered pupils' workbooks and met with pupils.
- The lead inspector met with the special educational needs coordinator (SENCo). Together, they looked at the school's support for pupils with SEND.
- The lead inspector met with members of the governing body and spoke to the local authority adviser.
- The lead inspector met with the designated lead for safeguarding. He also

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