

# Inspection of Bishopstone Church of England Primary School

Bishopstone, Bishopstone Ce Primary, Swindon, Wiltshire SN6 8PW

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Inspection dates: 3 and 4 November 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Previous inspection grade

Good

## **What is it like to attend this school?**

Leaders do not have high enough expectations of pupils' learning. Pupils are not routinely challenged to do as well as they could, including in reading and mathematics. As a result, pupils do not achieve well enough across the curriculum.

Bishopstone Primary School is a welcoming, safe and happy place for pupils to learn. Pupils are proud to belong to the school. They are polite and respectful to staff and visitors. Leaders and teachers encourage pupils to develop a wide range of interests, such as photography, music and sport. Pupils have fun developing their talents.

Adults maintain high expectations of pupils' behaviour. As a result, pupils consistently behave well. Pupils can explain what bullying is and are confident that it does not happen. Pupils trust adults to deal with any behaviour issues that might arise.

Pastoral support in the school is strong because adults are sensitive to pupils' needs. Staff care deeply about pupils and look after them well. As a result, pupils feel safe and valued. Pupils know adults will help them if they have any problems. Parents are very happy with the school and appreciate the support adults provide. Typical comments include, 'Staff are very approachable' and, 'It is like a family here'.

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

Leaders are keen for all pupils to learn a broad, rich curriculum. They have recently improved the curriculum in several subjects. Curriculum plans identify the building blocks of knowledge and skills that pupils must learn. However, teachers are only just beginning to deliver this, so it is too early to evaluate its effectiveness.

Following lockdown, leaders identified that many pupils needed to catch up and secure their skills in reading and writing. However, pupils' learning does not reflect that they are being fully supported to do this.

In the early years, assessment is not used well enough. As a result, coherent sequences of learning are not routinely planned to spark children's curiosity and motivate them to find things out. Therefore, children are not fully challenged to develop the knowledge, skills and understanding that they should.

Pupils have positive attitudes because they love learning. For example, in discussions, Year 6 pupils enthusiastically shared what they have learned about the Mayan civilisation. In design technology, younger pupils enjoy drawing their favourite toys, ready to design and make a toy with moving parts.

Pupils are motivated to develop a love of reading. However, curriculum plans do not securely build on what pupils already know and can do. As a result, pupils are not fully challenged. They love listening to stories and thoroughly enjoyed a video call

with a children's author in America. Children begin to read as soon as they start school. They enjoy activities such as hopping between hoops and blending sounds to read words including 'bat' and 'bit'. Pupils have regular phonics lessons, which help them to practise and develop their reading skills.

The school has improved the mathematics curriculum. Pupils apply what they know to practise and develop their mathematical skills well. For example, children in the early years count spots on plates and match them with the corresponding numbers. Pupils in Year 6 divide four digit numbers by two digit numbers. However, adults do not use assessment effectively enough to adapt curriculum plans to precisely match the knowledge and skills pupils need.

The special educational needs coordinator has a good knowledge of pupils with special educational needs and/or disabilities (SEND). She supports staff to tailor pupils' learning so they can learn the same curriculum as others. Pupils with SEND are progressing well through the curriculum.

Leaders at all levels do not routinely check the effectiveness of the quality of education across the curriculum. As a result, they do not swiftly identify some inherent weaknesses. This hinders them from taking the necessary action.

The school provides a wealth of opportunities to enhance pupils' personal development. For example, pupils enjoy taking on positions of responsibility, such as joining the school council. They take part in discussions and help to make decisions about their learning.

Pupils are supported to be responsible, active citizens. For example, they provide gifts for the elderly and hold fundraising events. Pupils also clean village signs and plant trees. The school has been presented with the good citizen award by the local council.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is prioritised in the school. Leaders carry out the necessary checks to ensure that adults are safe to work with children.

Staff know pupils and their families well, which helps them to identify when a pupil might be at risk. Staff are given relevant training and can explain how to record and report concerns. Leaders do not hesitate to seek advice and support from outside agencies when pupils need extra help. Pupils learn how to keep themselves safe, including when they are online.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders are in the very early stages of improving the curriculum in several subjects. New teaching plans identify the precise knowledge and skills pupils need to learn. However, teachers are only just starting to use these plans. Leaders must continue to develop and embed the new curriculum to ensure that pupils build the knowledge they need.
- Teachers' and leaders' assessment of pupils' learning does not routinely take full account of what pupils already know and can do. As a result, teaching is not adapted to build the knowledge pupils need to succeed. Leaders must improve assessment and modify teaching accordingly, so that it challenges and supports pupils to build on what they have done before and prepares them for what will come next.
- Leaders do not routinely check how well pupils are learning the curriculum in all subjects. Therefore they are not fully able to evaluate how well pupils are doing. Leaders need to rigorously evaluate the quality of education to ensure that pupils learn more and remember more of the intended curriculum.

## 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 information from Ofsted Parent View 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 are the school and you are 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

<b>Unique reference number</b>	126300
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10200994
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sally Pocock
<b>Headteacher</b>	Emma Lindsay
<b>Website</b>	<a href="http://www.bishopstone.swindon.sch.uk/">www.bishopstone.swindon.sch.uk/</a>
<b>Date of previous inspection</b>	2 October 2018, under section 8 of the Education Act 2005

## Information about this school

- Bishopstone is a voluntary controlled Church of England primary school.
- The last SIAMS (Statutory Inspection of Anglican and Methodist Schools) was in December 2017. The next inspection is due in 2022.
- There are no relevant changes since the previous inspection.

## Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: reading, mathematics, design technology and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

Inspectors also talked to leaders about writing, and reviewed pupils' writing in different subjects.

- Inspectors held several meetings with the headteacher, who is also a class teacher. Inspectors also had meetings with the two other class teachers, one of whom is the early years leader.
- The lead inspector held a meeting with the chair and vice-chair of governors and had a telephone conversation with a representative of the local authority.
- Inspectors reviewed the school's single central record and looked at safeguarding records. Inspectors discussed safeguarding arrangements with the headteacher and other staff.
- Inspectors observed pupils' behaviour in lessons and during break time and lunchtime.
- Inspectors spoke to pupils, staff and parents to gain their views of the school. The lead inspector reviewed nine responses to Ofsted's online survey, Parent View, along with six additional free-text comments. The lead inspector took account of five responses to the staff survey and 10 responses to the pupil survey.

### **Inspection team**

Catherine Beeks, lead inspector

Ofsted Inspector

Paula Marsh

Ofsted Inspector

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