

# Inspection of Bulphan Church of England Academy

Fen Lane, Bulphan, Essex RM14 3RL

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Inspection dates: 25 and 26 January 2022

## **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**

Early years provision

**Requires improvement**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

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

Pupils say they are very happy and feel safe. They know that teachers care passionately about their well-being. Parents agree.

Teachers want their pupils to do well. Pupils say that they enjoy learning to read and do so quickly. However, they do not learn as well as they should across all subjects. At times, it is not clear what pupils are learning and pupils do not have enough practice of what they learn. This makes it harder for them to remember the important knowledge they need.

Pupils behave very well. They are kind and respectful to each other and to visitors. They play well together and support each other. Bullying does not happen very often. When it does, teachers deal with it swiftly.

In this small school, teachers prepare pupils for a much bigger world. Pupils enjoy going on trips and taking part in many different clubs and after-school activities. Pupils know about other religions and cultures. They are taught to respect and value people who are different from them.

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

The teaching of reading is a strength. This is because leaders have made it a priority. Leaders ensure that pupils learn to read as soon as they begin school. Children in early years remember the sounds they have learned. They easily read words and sentences. In Years 2 and 3 pupils begin to read with fluency and expression. They use phonics well to work out how to read unfamiliar words. The small minority of children who fall behind are given precise help to ensure they catch up. All pupils say they enjoy reading. They talk about how their teacher helps them to read. They read books which are matched to their abilities. Older pupils apply very useful strategies to help them to understand quite sophisticated texts.

Pupils like to talk about what they are learning, especially in subjects such as mathematics. However, teachers are less clear about what they want pupils to learn in other subjects. Teachers do not ensure what pupils learn builds on what they have learned before. As a result of this, pupils do not understand some of their subjects very well. It is not clear how teachers pick up on mistakes and deal with pupils' misunderstandings. Teachers do not know how well their pupils are learning or how to adapt lessons so pupils can deepen their understanding.

Children enjoy the variety of useful activities available in the Reception class. However, some children do not have enough practice of what they are learning in the Reception Year. This makes it difficult for children to remember across all areas of learning for them to be well prepared for the full curriculum in Year 1.

Teachers understand the needs of the small number of pupils with SEND. In most lessons these pupils receive the help they need so that they can learn well. Leaders ensure that the curriculum is suitably adapted to meet the needs of pupils with an education, health and care plan.

Leaders provide pupils with a rich selection of clubs and activities. These are highly popular. They are well attended by pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Pupils talk enthusiastically about trips to the beach and the theatre. They like going to London on the train. Important values lie at the core of children's personal development. This ensures that they are kind, polite and respectful. They play well together. Older pupils help younger pupils improve their sporting skills. Pupils talk about other faiths and religions, and they show much respect for each other's differences. The school's pupil parliament introduces pupils to the idea of voting for people to represent their views and opinions.

Leaders, including governors, understand what the school does well and what it needs to do to improve. Trust members provide support to help the school improve the curriculum. They know there is more work to be done.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have very strong safeguarding systems in place. Staff are well trained and report concerns effectively. Leaders respond swiftly to ensure that pupils are kept safe. Any concerns are suitably investigated. Leaders seek the support of outside agencies to help when necessary. Pupils say they feel safe. They know who to speak to if they ever have a concern or a worry. They have been taught to be vigilant. They know about dangers and risks, physically and when online.

The school carries out the necessary recruitment checks on new staff before they begin working at the school.

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

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

- Implementation of the early years curriculum is not adapted well enough to meet the needs of all children. Children do not have sufficient practice to help them learn and remember better so they are better equipped for Year 1. Leaders need to ensure that the curriculum considers what children need to know and understand from the time they start Reception.
- Staff do not rigorously identify pupils' mistakes and misconceptions. This prevents pupils from embedding knowledge and learning well over time. Adults need further guidance to identify errors and misunderstandings in pupils' learning more

clearly so they can adapt lessons to help pupils deepen their knowledge and understanding across more subjects in the 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>	144603
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10212069
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	77
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Charlotte Little
<b>Headteacher</b>	Sally Finch
<b>Website</b>	<a href="http://www.bulphanprimary.thurrock.sch.uk">www.bulphanprimary.thurrock.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is smaller than the average sized primary school. In 2017 it became part of the Diocese of Chelmsford Vine Schools Trust.
- The majority of the pupils are of white British heritage.
- The proportion of pupils with SEND is below average. The proportion of pupils with an education, health and care plan is in line with the national average.
- The proportion of pupils who are eligible for pupil premium funding is below average.

## Information about this inspection

The inspectors 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 met the headteacher, senior leaders, support staff, members of the governing body and members of the trust.

- Inspectors carried out deep dives in reading, mathematics, history and physical education. These included discussions with subject leaders, visits to lessons, meetings with staff and pupils, and scrutiny of pupils' work.
- Inspectors scrutinised the school's single central record and met with the designated safeguarding leader.
- Inspectors considered the views of pupils, staff and parents. There were nine responses to Ofsted's staff survey and 35 responses to Ofsted's questionnaire, Ofsted Parent View. Inspectors considered 34 free-text responses from parents.

### **Inspection team**

Adam Cooke, lead inspector

Her Majesty's Inspector

Liz Smith

Her Majesty's Inspector

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