

Inspection of a good school: Bowsland Green Primary School

Ellicks Close, Bradley Stoke, Bristol BS32 0ES

Inspection dates:

8 and 9 February 2022

Outcome

Bowsland Green Primary School continues to be a good school.

What is it like to attend this school?

Bowsland Green Primary is a school with a strong sense of community. Leaders make sure that the values of 'pride, achievement, responsibility, teamwork and enjoyment' are at the heart of everyday school life. Pupils are proud of their multicultural school. They are keen to talk about how they work together and the range of opportunities they have.

Teachers are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils rise to these expectations. They are motivated and keen to do well.

Teachers make sure that pupils experience a wide range of subjects. In most of these subjects, pupils develop a good grasp of basic concepts. However, there are a small number of inconsistencies that leaders are addressing.

Pupils enjoy coming to school and feel safe. They say that bullying is rare. If pupils are worried, they know whom to talk to. Pupils trust adults to sort out any concerns.

Leaders make sure that pupils are 'safe, respectful and ready to learn'. This ethos runs through the whole school. Pupils understand the expectations for their behaviour. They are polite, and conduct themselves well around the school and at playtimes.

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

Leaders make reading a priority. There is a structured approach to the teaching of reading that starts in early years. This sets out exactly what pupils should know at different points in their learning. Teachers are well trained. They make sure that pupils practise reading every day. Most pupils learn to read well. Staff identify pupils who are struggling and make sure that they are given extra support. This extra practice helps pupils to develop their confidence. However, a small number of pupils are not given enough time to master the basics before moving on. This means that some pupils lose focus and do not learn as well.

Teachers like to read and share stories with pupils every day. Pupils enjoy this. Older pupils enjoy reading independently. They talk enthusiastically about books.

In response to the pandemic, leaders have focused on pupils mastering the basics. This is especially clear in mathematics. Teachers ask questions and check pupils' understanding skilfully. Teachers plan work that helps pupils practise and master new concepts, such as equivalent fractions. Pupils develop strong mathematical knowledge.

In most subjects, leaders have identified what pupils need to know and understand. Teachers plan engaging work that helps pupils to develop deep knowledge in a range of subjects. Most pupils learn and remember the important concepts they have been taught. They use this knowledge well. For example, in geography, pupils can talk in depth about human and physical features. Having secure knowledge helps pupils to think more deeply. In a small number of subjects, however, leaders have not identified the knowledge that pupils need as precisely as in others. For instance, in art, teachers sometimes focus on the product pupils will create rather than what they need to know or be able to do.

The changes that leaders have made to the curriculum have been recent. While pupils learn well and are mastering new concepts, some older pupils still have gaps in their learning. They do not have enough knowledge in some subjects.

Leaders have made speaking and listening an important part of school life. This is evident in every classroom. Teachers expect pupils to explain their thinking in full sentences from an early age. Pupils respond to this well. They speak clearly and talk confidently.

All staff understand the needs of pupils with SEND. Teachers carefully design work that builds on what pupils already know. As a result, these pupils learn well.

Pupils behave well in classrooms and around the school, including in early years. They enjoy their lessons and are keen to talk about their learning. Leaders have made sure that there is a range of opportunities for pupils' personal development. Staff support pupils' well-being and mental health well. Pupils value this work and feel supported.

Safeguarding

The arrangements for safeguarding are effective.

All staff know how to keep pupils safe. They understand how to report and record any concerns. Leaders encourage staff to follow these up and check that their concerns have been addressed. When concerns are identified, leaders respond to these appropriately. They work well with external agencies to obtain support for pupils and families who need it. This culture helps keep pupils safe.

Leaders make sure that appropriate checks are carried out on all adults working in the school.

The curriculum is effective in teaching pupils how to be safe. For example, teachers discuss online safety on a regular basis. Pupils feel safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasions, some pupils who struggle in phonics are not given enough opportunities to master new learning. When this happens, they lose interest and do not learn as well as they could. Leaders need to make sure that all staff identify when pupils are struggling and ensure that these pupils are given sufficient opportunities to secure new learning.
- In a small number of subjects, leaders have not identified the knowledge that pupils need to know precisely enough. Leaders need to ensure that the curriculum, for every subject, is sharply focused on what pupils need to know, understand or be able to do.
- Where older pupils have not experienced the whole curriculum, they do not have secure knowledge in all subjects. Leaders need to identify where pupils have gaps in their learning and ensure that these are addressed, so that pupils have the required knowledge to be ready for the next stage of their education.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

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

Unique reference number	130257
Local authority	South Gloucestershire
Inspection number	10206970
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair of governing body	Tony Down
Headteacher	Michelle Engley
Website	www.bowsland.org.uk
Date of previous inspection	5 and 6 October 2016, under section 5 of the Education Act 2005

Information about this school

- The current headteacher has been in post since July 2018. She was deputy headteacher at the previous inspection.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders, and has taken that into account in his evaluation of the school.

- During the inspection, the inspector spoke to the headteacher, the acting deputy headteacher, curriculum leaders, teaching staff, governors and a representative from the local authority as part of the inspection.
- The inspector carried out deep dives in these subjects: mathematics, early reading and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector examined a range of documentation provided by the school, including curriculum plans and leaders' self-evaluation.

- The inspector scrutinised safeguarding records, checked that staff understood their responsibilities, spoke with pupils and met with both the designated safeguarding lead and the deputy designated safeguarding lead.
- The inspector reviewed and analysed the responses to Ofsted's online survey, Parent View. He also considered the responses to the staff and pupil surveys.

Inspection team

Nick Sheppard, lead inspector

Ofsted Inspector

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