

# Inspection of a good school: Bowlish Infant School

Bowlish, Shepton Mallet, Somerset BA4 5JQ

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Inspection date: 27 April 2022

## **Outcome**

Bowlish Infant School continues to be a good school.

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

This is a friendly and welcoming school where staff and pupils know one another well. Pupils feel safe and happy because they are taught to be kind to one another. They are keen to learn and keep going with work even if they find it challenging. Their enthusiasm for the school makes it a vibrant place to be.

Pupils behave well. They learn how to follow the 'golden rules' and are often reminded of these. Kindness is a key value of the school and is clear in the way the pupils work and play together. Some older pupils are 'kindness ambassadors'. They take special responsibility for noticing and celebrating the kindness of others. Pupils and children in Reception cooperate well and enjoy the many activities they do at playtimes.

Bullying is very rare. Children and parents agree that staff deal with it well when it does happen and so it does not continue.

Reception Year staff help children to develop independence and to learn basic skills. This means that children are ready to start key stage 1.

There are high expectations for all pupils. Staff know what learning is essential for future progress.

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

There is a broad and ambitious curriculum in place at the school. Leaders know that some areas of the curriculum are less developed and are improving them. Pupils enjoy, and learn a lot from, workshops and creative events which staff organise.

Leaders support teachers so that they have the knowledge they need to teach all subjects well. Pupils enjoy their learning and are encouraged to be inquisitive. Staff model early language and communication skills well. In mathematics they use correct subject terminology and expect pupils to do the same.

Teachers check pupils' learning and adapt teaching based on this. However, some pupils still have gaps in their knowledge or are behind with their reading. These gaps are not always identified quickly enough by teachers, and therefore they do not receive the help they need swiftly.

All staff have the knowledge to teach early reading effectively. The teaching of phonics is consistent from Reception to Year 2. Pupils are given books that are matched closely to the sounds they can read. Pupils enjoy a range of poems and books. Staff read daily to every class and do so with great enthusiasm. This helps to captivate pupils and enhance their enjoyment of shared books.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Pupils' needs are identified quickly, and appropriate support is given. Leaders seek advice promptly when they need further information on how to meet the needs of individuals.

Pupils in the school are well motivated. Very few need reminders about listening and doing their best. Behaviour expectations are very clear. They are displayed around the school. Staff remind pupils of the 'golden rules' throughout the day. Children in Reception behave well. They have lots of practice of daily routines which helps them to learn these quickly.

Clubs, sporting activities, school events and visits enhance pupils' school life. The pandemic paused these, but most have now resumed. However, leaders acknowledge that some activities have not yet restarted. This means there are fewer opportunities for pupils to take part in. Recent school events have allowed children from Reception Year to work with older pupils.

In discussion with the headteacher, the inspectors agreed that the checking of the impact of interventions and the widening of the offer of, and participation in, school clubs may usefully serve as a focus for the next inspection.

Governors know the school's strengths and development areas. Staff feel well supported by leaders and that workload is managed effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that staff know what to do if they have a concern about a pupil. All staff are vigilant for signs that a pupil might be at risk of harm. Leaders ensure that pupils and families get support when they need it. They work with external agencies when necessary and secure support at an early stage.

Leaders make sure that appropriate background checks are carried out on staff and volunteers.

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

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

- Teachers do not always identify gaps in pupils' knowledge quickly enough. This means that some children fall behind their peers. Leaders need to ensure that gaps in learning are identified promptly so that children can receive the help they need and catch up quickly.

## 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 as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2012.

## 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>	123672
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10227179
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Matthew Lockyer
<b>Headteacher</b>	Teresa Gilbert
<b>Website</b>	<a href="http://www.bowlishinfantschool.org.uk">www.bowlishinfantschool.org.uk</a>
<b>Date of previous inspection</b>	13 October 2020, under section 8 of the Education Act 2005

## Information about this school

- There have been no relevant changes since the last inspection.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, governors and a school improvement partner.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art.
- For each deep dive inspectors 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.
- Inspectors met with the designated safeguarding leader, examined school records and discussed safeguarding cases.

- Inspectors considered responses to Ofsted’s online survey, Ofsted Parent View, and the views of staff and pupils in Ofsted’s online survey.

### **Inspection team**

Sarah Favager-Dalton, lead inspector

Her Majesty’s Inspector

Julie Fox

Ofsted Inspector

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