

Inspection of Bisley Blue Coat Church of England Primary School

School Lane, Bisley, Stroud, Gloucestershire GL6 7BE

Inspection dates: 27 and 28 April 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders, including governors, share the ambition that pupils will gain the knowledge and skills they need to be successful at their next school and in later life. Governors want pupils to have the knowledge and skills to 'stand on their own feet'. This is encapsulated well in the school's motto 'Live life, love learning'.

Bisley is a friendly and welcoming school. Leaders, staff and pupils all make sure that new pupils quickly feel at home and participate fully in school life. Pupils enjoy school and want to do well. They know the expectations of the school's behaviour systems and say these help them behave well. Disruption in lessons is rare. The small number of pupils who have difficulty with behaviour are supported effectively. Pupils know what bullying is. They say it is unusual for it to happen here. They say it did happen, but that adults sorted it out quickly. Parents and pupils agree that pupils are safe. Parents value the support they receive, including during the COVID-19 pandemic.

Pupils say adults listen to their views. Pupils take pride in helping their school community by becoming sports leaders, school council members, worship leaders, librarians and school gardeners.

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

Leaders have identified the knowledge they want pupils to learn across the curriculum well. They have ordered the curriculum so that pupils' knowledge and skills build progressively as they move through the school. However, for a small minority of subjects, this work is not yet fully complete. In these subjects, pupils do not have secure knowledge to help them learn more complex concepts.

The curriculum helps pupils build their knowledge and understanding. For example, in history, pupils in Years 5 and 6 use their understanding of the Second World War to compare the origins of that war and the current situation in Ukraine. They consider historical and current figures and speak with understanding when using vocabulary such as 'dictatorship'.

The physical education curriculum's rich content helps pupils to develop their physical skills and stamina and helps them to lead a healthy life. This begins in the early years. For example, the learning children experience in forest school helps them improve their coordination and control of their bodies. Older pupils have a strong understanding of the effects of exercise on the human body. For example, they know why lactic acid builds up in muscles causing cramp and how to avoid it.

Reading is central to the school's work. Children in the early years begin learning phonics as soon as they start school. Their books help them read with increasing fluency and accuracy. Regular and rigorous assessment means that pupils at every stage receive the help they need to become more confident readers. Pupils love to

read. They enjoy the wealth of texts available to them in class and in the school library. By the time pupils are in Year 6, they can discuss complex ideas and themes.

The clearly sequenced mathematics curriculum helps pupils increase and retain their knowledge and understanding well. The early years curriculum prepares children well for the concepts they learn in Year 1 such as capacity in mathematics. Pupils enjoy mathematics and almost all find the curriculum helps them to learn new knowledge well.

Teachers' effective use of assessment identifies any gaps in pupils' learning, notably those resulting from the COVID-19 pandemic. The work they give pupils, particularly in phonics, English and mathematics, helps pupils to catch up quickly. This is especially effective for pupils who have special educational needs and/or disabilities (SEND). The additional support is also effective for disadvantaged pupils and for pupils who have joined the school partway through their primary education. However, such pupils do not develop their handwriting as securely.

Pupils with SEND experience the whole curriculum. The support they receive helps them to learn well. Leaders monitor the provision these pupils receive and provide knowledgeable support for teachers and other staff.

Pupils demonstrate respect for others. They make connections, such as how the school's value of service links to the British value of democracy so that when voting in elections 'we can help choose the right leader for our country'. Before the COVID-19 pandemic, every pupil took part in at least one extra-curricular activity.

Most pupils attend school regularly. Leaders help families improve attendance when it is more of a challenge. At times this year, many pupils and staff have been unwell. Leaders have prioritised keeping the school open despite these difficulties.

Governors hold leaders to account effectively. They ask challenging, direct questions to assure themselves that pupils' needs are met. Staff say that leaders listen to their views, consider their workload and well-being and protect them from harassment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are committed to keeping pupils safe. Regular training takes place for staff and governors. Leaders provide updates so that information is kept up to date. Staff know what to do if they have concerns about a child. Governors check on the school's work carefully. Staff are recruited safely.

Pupils feel safe at school. Their parents agree. Pupils feel heard and supported in school. Through the curriculum, leaders make sure pupils have the information they need to stay safe, such as online safety and how to report sexual harassment. Leaders ensure that pupils and their families get the help and support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum identifies the knowledge and concepts pupils need to learn, but in a minority of foundation subjects, this work is not yet finished. This makes it harder for teachers to break learning down into smaller component steps. Leaders should complete their work to make sure that the curriculum identifies clearly what pupils need to know in every subject.
- Pupils' handwriting and the presentation of their work are not improving fast enough, following the impact of the COVID-19 pandemic. New teaching programmes have yet to make much difference. Leaders should make sure that teachers' expectations in these areas are consistently high.

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	115612
Local authority	Gloucestershire
Inspection number	10201002
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair of governing body	Tim Pritchard
Headteacher	Jonathan Preston
Website	www.bisleybluecoat.gloucs.sch.uk
Date of previous inspection	27 November 2018, under section 8 of the Education Act 2005

Information about this school

- Bisley Blue Coat Church of England School is a much smaller than average school. The school is in a federation with another small school, Oakridge Parochial School. The two schools share a governing board. The executive headteacher is the headteacher of both schools.
- At its most recent section 48 inspection, in May 2018, the school was graded as good. The school's next section 48 inspection is due in May 2023.
- The school does not use alternative provision.

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 leaders and have taken that into account in their evaluation of the school.

- Inspectors spoke with school leaders, members of the governing board, a representative from the local authority and a representative from the Diocese of Gloucester.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and physical education. 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 a sample of pupils' work.
- Inspectors also spoke to leaders and pupils about the curriculum in some other subjects.
- The lead inspector listened to pupils from Reception to Year 3 read.
- Inspectors considered how well the school keeps pupils safe. To gather this information, they spoke to school leaders and governors and met with groups of staff and pupils. Inspectors scrutinised the school's safeguarding documentation, including the single central record.
- Inspectors spoke with parents at the beginning and end of the school day. They considered the 22 responses to the online survey, Ofsted Parent View, including the 22 free-text responses.

Inspection team

Sarah O'Donnell, lead inspector

Ofsted Inspector

Chris Hansen

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