

Inspection of a good school: Cheriton Bishop Community Primary School

Church Lane, Cheriton Bishop, Exeter, Devon EX6 6HY

Inspection date: 10 May 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

What is it like to attend this school?

Pupils enjoy coming to this small, friendly school. Leaders are determined that all will reach their full potential. Pupils feel safe. They value their friends and the relationships they have with staff. Most parents and carers agree that the school is a positive place to be. One commented that 'staff are kind and welcoming. Always happy to help and make the children feel included and valued.'

Pupils show positive attitudes to their learning. However, the curriculum in some subjects does not clearly identify or sequence the knowledge that pupils need to know and remember. Pupils who struggle are not always given the precise support they need.

Pupils show respect for staff and each other. Staff have high expectations of pupils' behaviour. Pupils follow the school's rules of 'always trying your best, be friendly and respectful and take care of everyone and everything'. Pupils say that low-level disruption can occur, but staff do not let it get in the way of learning. Pupils say that bullying is rare. They know that if it were to happen, staff would sort it out.

Pupils treat everyone equally. They understand tolerance. Pupils are respectful of other people's views, even if these differ from their own.

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

Leaders, staff and governors have the children at the heart of what they do. Staff appreciate the teamwork ethos of the school. They appreciate the support from the trust and the training they receive. Trust leaders encourage the individuality of the school, while at the same time providing appropriate challenge.

Leaders prioritise reading. The teaching of phonics starts in the pre-school. Staff expose children to a variety of songs, rhymes and stories to support their vocabulary development. They have thought carefully about the range and quality of texts they want children to access to nurture a love of reading. Leaders ensure that books match the sounds that children are learning. Staff teach new sounds in a logical order. However, the phonics programme is still being embedded. Staff subject knowledge, including in key stage 2, is not as well developed as it needs to be. As a result, those pupils who struggle to read do not get the precise help they need to become fluent and confident readers.

Older pupils talk enthusiastically about reading. They say that reading calms them and takes them to 'places where they can think'. Most pupils are confident in talking about the book they are reading and the authors they learn about.

In some subjects in the wider curriculum, there is a clear sequence and progression in what staff want pupils to know, including for children in early years. For example, in physical education (PE), relevant knowledge is planned to build on previous learning. Accurate assessment supports what pupils need to know next. As a result, pupils can clearly explain their knowledge, skills and understanding of the PE curriculum using appropriate vocabulary. However, other subjects do not have the same thought-out organisation yet. Therefore, pupils do not build on what they already know across all curriculum subjects. Staff do not always check what pupils know and can do. Consequently, this slows the progress pupils make in some subjects.

Staff have the same ambitious end-points in learning for pupils with special educational needs and/or disabilities (SEND). However, learning is not always adapted well enough to meet the needs of pupils with SEND. Staff do not consistently break down what pupils need to know into small enough steps. This means that some pupils struggle to develop their understanding over time.

Pupils are polite and courteous. They play together well during social times. Older pupils enjoy spending time with younger pupils, when they can share books and develop positive relationships across all age groups. If poor behaviour occurs, staff deal with it consistently and positively.

Leaders provide pupils with a wide range of opportunities to support their personal development. Pupils particularly appreciate the variety of sporting events they have available to them. They enjoy taking on responsibilities such as those of eco-warriors, librarians and school councillors. Pupils like the help they get with their physical and mental well-being. Pupils have a good grasp of British values, but their understanding of other cultures is less developed. Staff ensure that pupils appreciate differences in their local community and demonstrate fairness towards others.

In discussion with the academy head, the inspectors agreed that curriculum development, consistency in the support for the teaching of reading, assessment, and provision for pupils with SEND may usefully serve as a focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the safeguarding of pupils is a priority. They provide staff with relevant and up-to-date training that enables them to be vigilant. Staff understand how to record and report concerns. Leaders act on concerns swiftly and involve relevant agencies when supporting vulnerable pupils and their families. Appropriate checks are made on staff new to the school to ensure that they are safe to work with children.

The curriculum develops pupils' understanding of risk in a range of situations, including staying safe online. Pupils know whom to talk to if they come across something that worries them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are inconsistencies in the way in which pupils who struggle with reading are supported, including in key stage 2. As a result, these pupils are not developing into confident and fluent readers. Leaders need to ensure that all staff deliver an effective, systematic approach when teaching reading, so that they meet the needs of pupils who struggle with their phonics.
- Not all subjects in the wider curriculum set out the key knowledge and concepts that pupils need to learn. Consequently, pupils are not building on previous knowledge to know more and remember more over time. Leaders need to ensure that teachers design curriculums that consider all the knowledge and skills that pupils need in order to be successful.
- Assessment does not always check what pupils understand and recall well enough. As a result, this prevents pupils, including those with SEND, from building knowledge securely. Leaders need to ensure that their approach to assessment captures pupils' understanding accurately, so that gaps in pupils' knowledge can be addressed.
- Learning is not being adapted well enough for some pupils with SEND. As a result, pupils are not making the progress of which they are capable. Leaders need to ensure that learning for these pupils is broken into smaller steps so that pupils' knowledge can be built successfully.

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 second section 8 inspection since we judged the predecessor school, Cheriton Bishop Community Primary School, to be good in February 2014.

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	145397
Local authority	Devon
Inspection number	10227714
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	117
Appropriate authority	Board of trustees
Chair of trust	Cheryl Mathieson
Academy Head	Robin Scott
Website	www.cheritonbishop.thelink.academy
Date of previous inspection	Not previously inspected

Information about this school

- Cheriton Bishop is smaller than the average-sized community primary school. Pupils are organised into four mixed-aged classes. Since the previous inspection, the local pre-school has become part of the school.
- The school became part of the Link Academy Trust in March 2018. A new academy head took up post in September 2021.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school had 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 academy head, groups of staff, representatives from the multi-academy trust and members of the local governing body.
- Inspectors carried out deep dives in early reading, history and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons,

spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum in some other subjects, including mathematics.
- The lead inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding, including safeguarding checks carried out on staff working at the school.
- Inspectors considered the 36 responses to the Ofsted online survey, Parent View, including 24 free-text responses. They also considered 12 responses to the pupil survey and 12 responses from the staff survey.

Inspection team

Heather Barraclough, lead inspector

Her Majesty's Inspector

Matthew Shirley

Ofsted Inspector

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