

Inspection of Bishop Wilton Church of England Voluntary Controlled Primary School

Main Street, Bishop Wilton, York, North Yorkshire YO42 1SP

Inspection dates: 8 and 9 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils at this school are safe and happy. Adults have high expectations for how pupils should be with one another. The small number of pupils in school means that adults know pupils very well. This helps pupils to feel that there is always someone there to help them if they need it.

When pupils returned to school after COVID-19 restrictions were eased, leaders and teachers rightly initially focused on helping pupils to get settled at school and feeling safe.

Pupils talk confidently about some of the measures in place to ensure their safety. Pupils do not have to worry about bullying in school. They say that their teachers sort out any concerns straightaway. The school's records confirm this positive view. Pupils are respectful of differences. They understand the importance of considering different beliefs and opinions.

Leaders and governors are ambitious for pupils to succeed, but the quality of education remains inconsistent. Some subjects are well planned, but not all curriculum areas help pupils to make the progress they should. As a result, sometimes pupils do not make connections in their learning and do not remember the most important knowledge. Sometimes, teachers do not adapt their teaching well enough. When this happens, pupils do not spend enough time practising important aspects of their learning.

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

Leaders have focused on improving the school's curriculum in the past year. A review of the curriculum has ensured that there are no longer any gaps in some curriculum areas, such as mathematics and history. However, some subjects are still under review and the updated subject plans are not fully implemented in the classrooms. This means that sometimes, teachers do not focus on the most important things pupils need to learn.

Teachers do not use assessment well enough check pupils' understanding. Often, pupils across the whole of key stage 1 or the whole of key stage 2 carry out similar tasks. This means that pupils do not get the chance to build on what they know and can do as they move through a key stage. Too many pupils carry out tasks that do not stretch them. In subjects such as history and geography, some tasks do not allow pupils to learn the knowledge they need. These are not well matched to what teachers want pupils to learn. As a result, pupils are not able to talk about some of the important knowledge that leaders have identified in curriculum plans.

Children in early years are busy, curious and independent learners. Routines are well established. Children are kind to one another, helping out when needed, for example by helping each other to bake 'cakes' in the mud kitchen. Adults help children to develop language from an early age. Children are encouraged to develop

their vocabulary through role play. Adults support children well as they move into Year 1. Teachers share information about pupils, so pupils have the best possible start in key stage 1.

Leaders recognise the importance of encouraging pupils to read. Pupils listen to teachers read stories and enjoy reading at home. Adults have received training to use the school's phonics programme. Pupils receive extra help if they start to fall behind. However, the checks that teachers undertake can be inaccurate. This means that some children do not learn about the right sounds. Some pupils struggle to read their books, while others find them too easy. Pupils learn how to answer questions about texts as they move through the school. However, teachers do not adapt their teaching carefully enough in key stage 1 in reading lessons. Pupils spend too much time completing tasks that do not help them practise important aspects of reading.

Pupils' behaviour around the school is positive. They support each other well in classrooms. The school's curriculum supports pupils' personal and social development well. Adults encourage pupils to respect different beliefs and religions. Pupils are well prepared for life in modern Britain. They can talk with confidence about the importance of democracy and individual liberty and relate these ideas to their own lives.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. The special educational needs coordinator visits classrooms to support teachers. Staff work well with external agencies to provide pupils with the help they need.

Subject leaders are developing a deeper knowledge of their subjects. They have worked well with staff from across the federation and with senior leaders to review and revise subject plans. However, their roles in monitoring the quality of the curriculum are at an early stage of development. This means that subject leaders cannot identify exactly what needs to improve.

Safeguarding

The arrangements for safeguarding are effective.

Adults know the needs of their community well. New staff receive information about how to safeguard pupils. Safeguarding records show that leaders act quickly when pupils need support or help for matters that relate to safeguarding.

Staff know whom to report to should they have any concerns about pupils' safety. Leaders work with agencies such as children's services to ensure that pupils and their families have the help they need to keep safe.

Pupils feel safe in school. They are aware of risks online, as well as keeping safe within the locality, including on roads and when riding a bicycle. They know to report any concerns they have to an adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not use assessment well enough in phonics. Sometimes, books are not matched well to pupils' reading abilities. As a result, some pupils cannot decode or read fluently, while others find their books too easy. Leaders need to ensure that assessments are more accurate, so that the books pupils read are well matched to the sounds pupils are learning.
- Teachers do not use assessment well enough to adapt their teaching in subjects such as history and geography. This means that tasks do not stretch some pupils. Pupils are not given opportunities to build on what they know as they move through a key stage because tasks are too similar from year to year. Leaders need to support teachers to adapt their teaching so that it meets the needs of pupils of different ages in the same class.
- Teachers do not implement the curriculum carefully enough in history, geography and reading comprehension. Pupils spend too much time carrying out tasks that are not focused on what teachers want them to learn. Teachers should ensure that activities help pupils to spend more time learning the knowledge they need.
- Leaders of foundation subjects do not check what pupils have learned carefully enough. This means that they do not know whether pupils have understood what they have been taught. Leaders should establish systems to check what pupils have learned and remembered. Subject leaders should use this information to improve the quality of teaching in their subjects.

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	117972
Local authority	East Riding of Yorkshire
Inspection number	10227327
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	35
Appropriate authority	The governing body
Chair of governing body	Kate Johnson and Sara Dace
Headteacher	Elizabeth Harros
Website	www.bishopwiltonprimaryschool.co.uk
Date of previous inspection	10 and 11 July 2018, under section 5 of the Education Act 2005

Information about this school

- This school is well below the size of the average primary school.
- The proportion of disadvantaged pupils is similar to the national average.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils identified as having SEND is similar to the national average.
- The school does not use alternative provision for its current pupils.

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 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.

- Inspectors met with the headteacher, senior leaders, the designated safeguarding lead, the special educational needs coordinator and curriculum leaders. Meetings also took place with members of teaching staff and with teaching support staff.
- The inspector met with members of the governing body, representatives of the local authority and members of the Diocese of York.
- The inspectors undertook deep dives in reading, mathematics and computing. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector reviewed documents relating to safeguarding, including records on the school's recording system and the single central record.
- An inspector met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- There were 20 responses to Ofsted's questionnaire for parents and carers, Parent View. Inspectors took into account the responses to Ofsted's online questionnaire for staff. Inspectors also spoke to parents on the playground.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

Juliet Wright

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