

Inspection of a good school: Bishopsteignton School

Cockhaven Close, Bishopsteignton, Teignmouth, Devon TQ14 9RJ

Inspection dates: 16 and 17 May 2023

Outcome

Bishopsteignton School continues to be a good school.

What is it like to attend this school?

The school is at the heart of the community. Pupils describe it as one big happy family. Pupils' behaviour and outlook encapsulate the school motto of 'believe in ourselves; be the best we can be'.

Pupils are thoughtful and have a love of learning. Pupils reflect on their learning to identify what they can do to improve in the future. Leaders plan time to listen to what pupils want. As a result, pupils express themselves with confidence.

Staff have high expectations. There are clear routines and structures throughout the school. As a result, pupils behave well and the school is calm. Pupils are respectful and listen to one another's point of view

Strong pastoral support means pupils feel well cared for. They know that they can speak to any adult if they need support. Pupils understand the importance of mental health.

Leaders build close bonds with families to help pupils to achieve well. Parents and carers are supportive of the school and its leaders. They find school leaders approachable and know that leaders will respond to any concerns they have.

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

Leaders have designed a broad and ambitious curriculum for all pupils. They have set out the important knowledge and skills they want pupils to know. In most subjects, the curriculum is well sequenced and structured. For example, pupils learn art knowledge progressively from the early years to Year 6, building their skills effectively. As a result, they produce work of a high quality. In most subjects, pupils recall knowledge they have learned in the past and apply it to understand new concepts. However, in some subjects in the wider curriculum, pupils do not transfer what they have previously learned to long-term memory. As a result, sometimes there are gaps in their knowledge.

Reading is a priority for leaders. Children develop a love of reading in the early years. Teachers read stories and rhymes to them linked to the topics they are learning. Children are keen to join in to repeat familiar phrases. Staff benefit from regular phonics training. They teach phonics through modelling sounds accurately. Pupils read books that are matched to their reading ability. As a result, pupils read with fluency. Leaders carry out robust checks to make sure pupils who need extra support receive it.

In the early years, children build their communication and language skills by visiting the 'curiosity table'. Staff skilfully question and encourage children to use ambitious vocabulary. Children grow vegetables and fruits in their garden. They begin to understand science through exploration of the local environment in search of mini-beasts.

Staff in early years have high expectations for children's learning in mathematics. The curriculum across the school is clearly sequenced. The structure gives pupils the time to revisit what they have learned previously. Leaders work closely with governors to review the impact of the mathematics curriculum. They ensure the curriculum matches the needs of the pupils.

Pupils with special educational needs and/or disabilities (SEND) have precise targets. As a result, their needs are met through appropriate adaptations to teaching and the curriculum. Leaders ensure that staff and resources are used well to support pupils with SEND. Pupils value the 'Rainbow Room' that provides a quiet space for pupils to talk to adults about their social, emotional and mental health needs.

Pupils understand the importance of fairness and equality. They understand democracy and acknowledge that they must not take it for granted. Pupils use the school council to help make positive changes to the school. Older pupils are role models to younger pupils. Year 6 pupils are proud to be 'buddies' to the children in Reception class. Pupils who are mental health ambassadors support other pupils in the playground. In forest school, pupils learn to take risks in a safe environment. They learn to light fires, climb trees and work with tools. Pupils develop their interests and talents, for example they work with local artists and are excited to compete in local art competitions.

Governors share the ambition of leaders. They have high expectations of pupils and the staff. Governors are knowledgeable about the curriculum and offer effective support to subject leaders. Governors check the impact of training that staff have received. Staff are proud of their school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise pupils' well-being and safety. Leaders keep staff up to date with the latest safeguarding training. Staff know how to report concerns. Leaders work with external agencies so that vulnerable pupils receive the best support at the earliest opportunity.

Pupils learn to stay safe through information they receive through the curriculum and

regular assemblies. Pupils also learn to stay safe online.

Leaders make sure that staff are suitable to work with children. They make the necessary safeguarding checks during recruitment. Governors check that the school's safeguarding procedures are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The implementation of some subjects in the wider curriculum is not developed as well as others. As a result, pupils do not learn as well as they could. Leaders need to improve the effectiveness of pupils' recall of knowledge and skills in all subjects so that they know more and remember more over time.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2017.

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.

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	113185
Local authority	Devon
Inspection number	10227160
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair of governing body	Dave Boobyer
Headteacher	David Killoran
Website	www.bishopsteignton.devon.sch.uk
Date of previous inspection	7 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school operates its own Nursery provision for two-, three- and four-year-olds.
- The school does not use alternative provision.
- The proportion of pupils with SEND is higher than the national average.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met the designated safeguarding lead, checked the single central record of adults working in the school and looked at safeguarding records.
- The inspector met with the headteacher, the deputy headteacher and the special education needs coordinator.
- The inspector carried out deep dives in these subjects: early reading, mathematics and art and design. 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 listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspector considered how well the school protects pupils and keeps them safe.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents after school. The inspector also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

James Gentile, lead inspector

His Majesty's Inspector

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