

# Inspection of Bishops Cannings Church of England Primary School

The Street, Bishop's Cannings, Devizes, Wiltshire SN10 2LD

---

Inspection dates: 20 and 21 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

Pupils love being part of Bishops Cannings Primary School. They are proud of the school and its community. The school's values are an integral part of the day-to-day interactions between adults and pupils. 'Treat others as you want to be treated' is a golden thread that runs throughout the school. As a result, pupils are happy and feel safe.

Adults have high expectations of pupils. Pupils respond well to these. As soon as children join pre-school, routines are well established and followed. Older pupils are very polite and well mannered. They hold doors open for adults and welcome visitors to their school. Relationships between adults and pupils are positive and respectful. During social times, pupils of all ages play together. Playtimes and lunchtimes are harmonious and enjoyable for all.

Pupils grow in character. They enjoy the plethora of opportunities they have to go on school trips and be responsible citizens. This helps them to deepen their learning across the curriculum. Pupils particularly enjoy collecting eggs from the school's chicken coop. Pupils and parents value opportunities to develop pupils' wider experiences, including visits to the theatre and the Victorian art museum.

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

Leaders, including trustees and governors, are aspirational for all pupils. They have designed an ambitious and broad curriculum. In many subjects, leaders have identified the important knowledge they want pupils to know and remember over time. This helps pupils to build knowledge well. In a few subject areas, leaders are yet to outline the important knowledge pupils must remember and by when.

Reading is a priority. This begins in pre-school where there is a strong focus on developing language and vocabulary. This sets children up well for Reception Year. Children grasp phonic knowledge quickly. Those in the early stages of reading learn to read sounds and build words well. Adults make sure that the books pupils read match the sounds they know. This develops their fluency and confidence. Teachers assess pupils' understanding regularly. They make sure that pupils who need help to keep up with the phonics programme receive appropriate support. Older pupils enjoy reading. They talk confidently about their favourite books and authors.

In mathematics, staff follow a well-designed curriculum. From Reception Year, children are fluent in their understanding of number and counting. As pupils get older, they build on this and are proficient at recalling times tables and number bonds. This helps them to solve more complex mathematical problems. For example, pupils solve money problems using their knowledge of addition and subtraction. Pupils with special educational needs and/or disabilities learn alongside their peers. They are ably supported by adults and additional resources when needed.

Some areas of the curriculum are further developed than others. In art, leaders have identified the knowledge and order in which they want pupils to learn. This means that pupils build a depth of knowledge over time. For example, pupils confidently blend colour when using pastels, because they practise several techniques. Pupils can use technical vocabulary accurately. However, in some wider curriculum subjects, this is less well developed. In design and technology, pupils have gaps in what they know and do not fully understand some of the methods they have used when working with textiles. Leaders do not yet have an accurate understanding of what pupils know and remember or any gaps they may have.

Pupils' personal development is well supported. Extra-curricular clubs go beyond the school gate. Leaders work closely with local secondary schools to enhance pupils' opportunities and broaden their experiences. Pupils are fully inclusive. They accept everyone as individuals and are respectful of different faiths and cultures. Pupils learn about different types of relationships. Older pupils speak with maturity about this. Pupils learn what it means to be a responsible citizen. They talk positively about the many community events they lead, including the 'big soup' event.

Pupils move around the school in a calm and orderly way. They show positive attitudes to learning and are keen to actively participate in class. Pupils recognise that some of their peers need additional support to manage their feelings and behaviour.

Governors and trustees provide support and challenge for leaders and staff in equal measures. Staff feel valued by leaders. They appreciate the understanding and support leaders give to their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders make sure that all adults are well trained to identify a potential concern. They know to report it immediately. Leaders make sure that any concerns are followed up in a timely manner. Where needed, they secure additional support for pupils and their families.

Pupils learn how to keep themselves safe, including when using the internet. They know how to manage any conflict face to face and online. Pupils are confident that adults will help them if they have a concern.

The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence.

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

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

- In a few wider curriculum subjects, leaders have not precisely identified the

important knowledge that pupils need to learn. This means that pupils do not build their knowledge well over time. Leaders need to ensure that all subjects identify the key knowledge they want pupils to learn and by when.

- Leaders do not have an effective assessment system in some wider curriculum subjects. This means that they do not have a clear understanding of any gaps in pupils' knowledge. Leaders need to develop a proficient assessment system so that gaps in pupils' knowledge can be addressed.

## 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

<b>Unique reference number</b>	146849
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10268511
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Roger Townsend
<b>Headteacher</b>	Catherine Vardy
<b>Website</b>	<a href="http://www.bishopscannings.wilts.sch.uk">www.bishopscannings.wilts.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Bishops Cannings Church of England Primary School converted to become an academy school in April 2019. When its predecessor school, Bishops Cannings Church of England Aided Primary School, was last inspected by Ofsted, it was judged to be good overall.
- There is a pre-school on site for two- to four-year-old children.
- The school uses one unregistered alternative provision.
- Bishops Cannings Church of England Primary School is in the Diocese of Salisbury. The school received its previous section 48 inspection in 2016.

## Information about this inspection

The inspectors carried out this graded 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 met with the headteacher, the special educational needs coordinator, subject leaders, groups of staff and representatives from the governing body and trust.
- 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 pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about, and reviewed samples of, work in other subjects, including design and technology and French.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a familiar adult.
- To understand the culture of safeguarding, the lead inspector met with the designated safeguarding lead and examined school records. Inspectors talked to pupils, staff and governors about how the school keeps everyone safe.
- The lead inspector considered the responses to Ofsted's online survey for parents, Ofsted Parent View. She also took into consideration the responses to the surveys for staff and pupils.

### **Inspection team**

Wendy D'Arcy, lead inspector

His Majesty's Inspector

Jo Stooling

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023