

# Inspection of Chilmark and Fonthill Bishop Church of England Aided Primary School

The Street, Chilmark, Salisbury, Wiltshire SP3 5AR

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Inspection dates: 13 and 14 September 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

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

Pupils are happy and safe. They enjoy warm and positive relationships with each other and with staff. The school ensures that there are high expectations of pupils. It wants them to 'shine'. Parents and carers are very positive about the school. They say that it cares well for their children and helps them to do their best.

Pupils behave well and treat each other with respect. Pupils know the school's distinctive 'words of power', such as friendship and kindness. Older pupils enjoy looking after younger pupils, such as at lunchtimes. Some pupils are play leaders, while others lead their house teams on sports days.

Pupils relish opportunities to be part of the community. For example, they enjoy learning about the village's history from local residents. Pupils value opportunities such as Aspirations Day, when they learn about different jobs and careers.

Pupils take part in a range of extra-curricular activities and visits. For instance, they participate in sporting competitions and clubs for art and drama. Pupils appreciate visits, such as to the pantomime, and fossil hunting on the beach. The school ensures that there are no barriers to pupils participating in such opportunities.

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

Pupils learn a broad curriculum. The curriculum is ordered logically, starting in the Reception Year and leading to what pupils need to know in Year 6. The school is ambitious that all pupils are prepared well to succeed in life.

Children in Reception Year get off to a strong start. Here, teaching is sharply focused on developing children's communication and language. Children start learning to read as soon as they join the school. They read books which are matched closely to the sounds they are learning. Any children who need extra help get the support they need.

In most subjects, the school has identified the most important knowledge and skills that pupils need to learn. Where this is the case, pupils build their learning on what they already know and can do. However, in some subjects, the school is still working on identifying the essential knowledge that pupils need. In these subjects, pupils do not acquire the same depth of knowledge and understanding as they do in others.

The school has used professional development well to support teachers and improve the quality of teaching. Consequently, teachers now have most of the subject knowledge they need to teach the curriculum well. Teaching typically uses assessment to check what pupils have learned. Where it is strong, it helps to identify and remedy gaps in pupils' learning. On some occasions, however, teaching does not correct pupils' misconceptions quickly enough.

The school supports pupils with special educational needs and/or disabilities (SEND) well. Their needs are identified precisely and teaching is adapted effectively. Parents review the impact of support with the school so that pupils' needs are met.

Pupils enjoy reading. They appreciate the library spaces and the wide range of books available to them. Teachers read to pupils in ways that excite and engage them. The youngest pupils get to know familiar stories and rhymes well. Older pupils speak enthusiastically about books they have read. They enjoy making book recommendations to each other.

Pupils behave well and have positive attitudes to learning. In the Reception Year, children quickly learn routines and develop their social skills, such as turn-taking. The school takes active steps to improve pupils' attendance when help is needed.

Through a well-sequenced personal, social and health education programme, pupils learn about relationships in ways appropriate to their age. Pupils learn how to keep themselves safe. For example, they learn about fire and water safety and how to stay safe when online.

Pupils learn about how to be active citizens. For instance, they vote for their house captains and members of the school council. Pupils like raising money and donating it to their chosen charities. Pupils relish opportunities to learn how to care for nature and the environment. For example, they are enthusiastic about the school's programme for growing vegetables.

Staff are proud to work at the school. They feel that leaders at all levels and governors are considerate of their workload and well-being. Parents feel that the school communicates well with them. They value the school's support for their children's education and personal development.

Governors provide appropriate support and challenge to the school. Together, they are keenly focused on ensuring a good quality of education. Governors are now refining how they hold the school to account in some other aspects of the school's work.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, the school is still working on identifying the essential knowledge that pupils need to learn and by when. Where this is the case, pupils do not gain the depth of understanding they require. The school should identify the essential knowledge that pupils need to know and remember in all 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.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	126438
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10288165
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	59
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chris Farrand
<b>Headteacher</b>	Adam Smith
<b>Website</b>	<a href="http://www.chilmarkfonthillbishop.wilts.sch.uk">www.chilmarkfonthillbishop.wilts.sch.uk</a>
<b>Date of previous inspection</b>	11 May 2021, under section 8 of the Education Act 2005

## Information about this school

- The school is a Church of England School in the Diocese of Salisbury. It was last inspected under section 48 of the Education Act 2005 in February 2018.
- The school uses one unregistered alternative provider.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

## **Inspection team**

James Oldham, lead inspector

His Majesty's Inspector

Jyotsna Paranjape

Ofsted Inspector

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