

# Inspection of a good school: Bishop Carpenter Church of England Primary School

School Lane, North Newington, Banbury, Oxfordshire OX15 6AQ

---

Inspection date:

4 October 2023

## **Outcome**

Bishop Carpenter Church of England Primary School continues to be a good school.

The headteacher of this school is Nichola Stevenson. This school is part of The Warriner Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Annabel Kay, and overseen by a board of trustees, chaired by Duncan Raper.

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

Pupils are proud to attend this friendly and welcoming school. They arrive excited to learn. The school expects pupils to achieve highly and be fully involved in school life. Pupils rise to this challenge. They love the academic and wider experiences on offer, which promote a love of learning and an understanding of the wider world.

The school knows each pupil well. Adults and pupils form strong bonds that help pupils feel comfortable to try difficult work and join in with new experiences. Pupils benefit from the sense of community in school, where everyone looks out for each other. They typically behave well and are highly motivated to succeed.

Pupils are encouraged to find and develop their individual talents and strengths. They enjoy performing in the annual nativity and plays, such as 'I'm an 11-Year-Old... Get Me out of Here!'. They benefit from the many opportunities to develop leadership skills, such as being on the school council or being house captains and worship leaders. These positions are available to all pupils throughout their time in school. This means pupils become responsible problem-solvers who are eager to contribute to discussions with maturity and thoughtfulness.

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

The curriculum is ambitious for all pupils. The school has clearly identified the important knowledge that it wants pupils to know. This is largely sequenced carefully, from Reception through to Year 6. Where this is most effective, pupils achieve very well.

However, at times, the work that teachers set pupils does not build on their prior learning as much as it could. Therefore, on some occasions, pupils do not develop a really deep understanding of what they are learning about. Children get off to a great start in the early years where they enjoy a rich environment, with well-thought-out opportunities that help them to develop their number and language skills. They are prepared well for their next stage of learning.

Staff know what to teach and when. They generally have a secure understanding of subjects. The teaching of early reading is particularly effective. The school has ensured that staff are consistent in their approach to teaching phonics. Children start learning to read as soon as they join the school. Struggling readers are supported well to keep up. This means pupils learn to read quickly. The school ensures that pupils develop a love of reading by exploring a range of texts. Pupils especially enjoy the 'Reading Theatre' sessions where staff bring books to life.

Where there are gaps in pupils' understanding, teachers often identify them quickly and correct them. Teachers make thoughtful adaptations, where appropriate, which mean that pupils achieve a secure understanding of each subject. Pupils with special educational needs and/or disabilities are identified quickly. The school's highly effective support for these pupils means they achieve as well as their peers.

Pupils behave well and demonstrate highly positive attitudes to learning. They are focused and resilient. Pupils are motivated to do well in all aspects of school life. They especially enjoy competing to gain house points, which are awarded for excellent contributions to learning and wider achievements. Pupils enjoy helping each other. Older pupils relish being role models for younger children, such as through the helpful buddy system.

The school ensures pupils develop as well-rounded individuals. Aligned with the 'roots and wings' values of the school, pupils develop strong characters and the tools they need to aim high. Pupils know how to look after themselves and other people. They understand the importance of a healthy body and mind for learning. Pupils show respect for other people's views and opinions and understand the importance of equality of opportunity. They demonstrate a deep understanding of right and wrong. Pupils understand the importance of making the right decision to keep everyone safe, and that this is not always the easiest decision.

Leaders share an ambitious vision for the school. They ensure that staff thrive in the school with opportunities to develop their knowledge and skills. Staff value the professional training and support they receive. They enjoy working at the school. Governors know the school's strengths and areas for development. They challenge leaders effectively and have a clear idea of the next steps for the school. Leaders regularly review staff well-being and workload, taking steps to build in effective support.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In a small number of subjects, at times the work given to pupils does not enable them to reach the ambitious end points outlined in the school's curriculum. This means that they do not learn as well as they could do. The school should ensure that the activities given to pupils always help them to develop deep knowledge and build systematically on what they know.

## 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 second ungraded inspection since we judged the predecessor school, Bishop Carpenter Church of England Aided Primary School, to be good in December 2011.

## 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>	142191
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10288059
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Duncan Raper
<b>CEO of the trust</b>	Annabel Kay
<b>Headteacher</b>	Nichola Stevenson
<b>Website</b>	<a href="http://www.bishopcarpenterschool.com">www.bishopcarpenterschool.com</a>
<b>Date of previous inspection</b>	18 April 2018, under section 8 of the Education Act 2005

## Information about this school

- There is a before-school club managed by the school.
- The school does not currently use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, subject leaders, members of the governing body, the chair of the trust and the diocese.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject

leaders, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors listened to a sample of pupils read to a familiar adult.
- 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.
- Inspectors observed pupils' behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed on Ofsted Parent View.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's surveys for staff and pupils.

### **Inspection team**

Ally Aldridge-Gibbons, lead inspector

His Majesty's Inspector

Mineza Maher

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