

Inspection of Bampton Church of England Primary School

School Close, Bampton, Tiverton, Devon, EX16 9NW

Inspection dates: 20 and 21 February 2024

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	Good

The headteacher of this school is Lucilla Newman. This school is part of Alumnis 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, Neil Moir, and overseen by a board of trustees, chaired by Gill Marlow.

What is it like to attend this school?

Bampton Church of England Primary School is a welcoming school. It is at the heart of the local community. The ethos of the school is rooted in the values of 'Believe, Belong, Become.' Staff have high expectations of everyone. Pupils are proud of their school and are keen to share their learning with visitors.

The school has a renewed focus on attendance. Most pupils attend well and are punctual. The relationships between staff and pupils are warm. Pupils are safe. They know that a trusted adult will help them if they have any worries. Pupils understand the school rules and behave well.

Pupils take part in a range of enrichment opportunities. These are carefully planned to support and build on areas of the curriculum. For example, older pupils visit the Houses of Parliament to learn about democracy. Pupils develop their talents and interests through extra-curricular clubs and activities. These include computing and film club. They enjoy representing their school in sporting competitions.

Pupils take on leadership roles, such as being school councillors and members of the ethos committee. Through such experiences, pupils develop a sense of responsibility and compassion.

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

Since the previous inspection, the school has redeveloped its curriculum from Reception Year through to Year 6. In the strongest subjects, pupils understand the important knowledge that will help them later. There is clarity over precisely what pupils should learn and when they should learn it. For example, in mathematics, pupils practise multiplication strategies regularly to help them to solve increasingly complex calculations. Nonetheless, such improvements to the curriculum have not had sufficient time to impact on some of the school's published outcomes.

Therefore, published outcomes historically do not reflect the current strength of the curriculum.

In most subjects, staff check that pupils have learned what was intended. However, in some subjects, the way in which the curriculum is taught does not support pupils to develop their knowledge securely. Where this is the case, teachers do not use what they know from their assessment of pupils' understanding to inform subsequent teaching. As a result, gaps in pupils' knowledge are not promptly rectified.

Children in Nursery settle into school life successfully. The curriculum supports children to develop in all areas of their learning. They learn how to share and take turns. Staff carefully consider how to develop the skills and knowledge that children need to prepare them for what they will learn later. For example, finger gym helps children strengthen the muscles in their hands. This prepares them for mark making

and writing. Children develop early mathematical skills and practise counting successfully. Staff hold high-quality conversations with children. This supports children to express themselves clearly and broadens their range of vocabulary.

The school has engendered a love of reading in all pupils. Older pupils make recommendations to others about their favourite books or authors. They receive certificates which encourage their positive attitudes to reading. Children learn to read as soon as they start school. Reading books accurately match the sounds that pupils know. As they get older, pupils successfully build their ability to read accurately and fluently.

Staff use the training and advice they receive to support pupils with special educational needs and/or disabilities (SEND) well. Pupils' individual plans match their specific needs. The school also works with external agencies to provide well-planned support for pupils. Consequently, pupils with SEND progress through the curriculum successfully and participate fully in school life.

Pupils learn a well-considered curriculum to support their broader development. The school ensures that pupils have a secure understanding of what is right and wrong. This flows from the 'character' curriculum that underpins the school's 'virtues.' Pupils understand the importance of respect and treating people fairly. They learn about a variety of cultures. This helps to prepare them for life in modern Britain.

Pupils learn to become active citizens in their local community. For example, pupils contribute to town council meetings. They participate in public speaking events. Through such opportunities they develop confidence and leadership qualities.

The trust and the local school council share the school's vision. They are passionate and strive to improve the school further. Careful consideration is given to the views of staff when making changes and the possible impact on staff workload. The school communicates with parents regularly, which parents value.

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 way in which the curriculum is taught does not support pupils to build their knowledge securely. As a result, pupils do not develop and retain a firm understanding of key subject ideas and concepts. The school should support teachers to develop their pedagogical understanding so that pupils learn the curriculum as intended.
- In some subjects, what is known about pupils' understanding of the curriculum is not used to make necessary adaptations. Therefore, gaps in pupils' knowledge

are not promptly addressed. The school should ensure that assessment is used to inform teaching, so that it supports pupils to build their knowledge cumulatively 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

Unique reference number	145762
Local authority	Devon
Inspection number	10298062
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	Board of trustees
Chair of trust	Gill Marlow
CEO	Neil Moir
Headteacher	Lucilla Newman
Website	www.bamptonschool.org
Date(s) of previous inspection	23 November 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Alumnis multi-academy trust.
- The school has a nurse school for two-, three- and four-year-old children.
- The school does not use an alternative provision.
- There is a breakfast club.
- This is a Church of England school. The last section 48 inspection took place in February 2020.

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 any continued impact of the pandemic with the school and taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics and art. For each deep dive, the inspectors discussed the curriculum with teachers, visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors held discussions with the headteacher, other senior leaders, the special educational needs and/or disabilities coordinator, subject leaders, members of the local governing body, trustees and a representative from the diocese.
- 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.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Liz Geller, lead inspector

His Majesty's Inspector

Julie Barton

Ofsted Inspector

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