

# Inspection of Bishopstone Church of England Primary School

Bishopstone, Bishopstone Ce Primary, Swindon, Wiltshire SN6 8PW

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Inspection dates: 23 and 24 April 2024

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Previous inspection grade

Requires improvement

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

Bishopstone Church of England Primary school is at the heart of the local community. Staff and pupils are proud to be part of a close-knit school. The school is emerging from a period where there have been significant changes to leadership and staffing. The school has made a positive start, but an ambitious curriculum is not yet securely in place. As a result, the quality of education that pupils receive is not yet good.

The school has a nurturing culture. Pupils attend well because they enjoy school. Staff and pupils have a warm relationship. Pupils know that if they have any worries, staff will help them. Pupils' conduct is very positive, both within the classroom and beyond. Pupils are compassionate towards others and socialise happily. They take on a wide range of leadership roles which help them to develop a sense of responsibility. For example, school councillors have been instrumental in introducing enrichment activities, such as multi-sports club. Older pupils are positive role models for younger children.

Pupils develop a sense of citizenship through active participation in the community. They made improvements to the 'Island' on the local duckpond, for example. Pupils make visits to places of interest. Through experiences such as these, they learn about life beyond their locality.

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

The school has some significant progress over the last few years. It has started to introduce a revised curriculum which sets out the knowledge and skills pupils need to learn in all subjects. In subjects, such as mathematics, pupils benefit from a curriculum which is planned coherently. As a result, pupils build on what they know. For example, younger pupils' knowledge of simple fractions helps prepare them for more complex learning later.

However, in many subjects, this is in its infancy. Leaders have not ensured that the curriculum is fully developed or implemented as they intend. Consequently, pupils are not supported well enough to build up their subject knowledge or demonstrate that they can apply their knowledge independently. In addition, teachers' use of assessment does not typically rectify pupils' misconceptions or move pupils on to new learning when they are ready to do so.

The school has taken steps to develop a love of reading. The library space is welcoming and used often by pupils. Pupils are encouraged to read regularly. Children learn to read as soon as they start school in Reception Year. Books match the phonic sounds that pupils know. Knowledgeable staff support those pupils who fall behind to catch up quickly. However, the curriculum beyond phonics lacks rigour and is not yet fully developed.

Pupils with special educational needs and/or disabilities (SEND) participate in all aspects of school life. The school ensures that parents of pupils with SEND are fully involved in their children's education. Parents are appreciative of this.

Pupils take part in a range of experiences which support their personal development. This is a strength of the school. For example, all pupils learn a musical instrument, which helps them to grow in confidence and creativity. The school ensures that all pupils have equality of access to enrichment opportunities.

Through the curriculum pupils learn about important issues, such as what makes a healthy relationship. They know how to keep themselves safe, including when online. Pupils understand the importance of respect and tolerance. They have a mature understanding of British values and make intelligent links between these and their school values. Pupils learn about other cultures and faiths in detail. Consequently, pupils demonstrate respect for other religions and cultures that differ to their own.

Staff are highly motivated. They have worked hard to implement many significant changes in a short amount of time. Staff value the opportunities the school provides to develop their subject knowledge and teaching expertise. They appreciate the support leaders provide to help them to manage their workload and say that the school has a 'family feel.' Governors share the school's ambitious vision and, together with school leaders, have the necessary expertise to remedy the areas that require further development. Their actions have begun to have some positive impact on pupils' experiences at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The curriculum is not fully developed or implemented in many subjects. Consequently, pupils are not supported well enough to build up their subject knowledge over time. The school must ensure that the curriculum in all subjects is well designed and implemented effectively.
- Where the curriculum is established, staff do not use what they know about how well pupils have learned the curriculum to inform what they learn next. Therefore, pupils either have gaps in their knowledge of key concepts or do not move on when they are ready to do so. The school should ensure that assessment is used to inform teaching, so that it supports all pupils to learn the curriculum successfully.

## 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>	126300
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10315606
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	41
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sally Pocock
<b>Headteacher</b>	Robin Smith
<b>Website</b>	<a href="http://www.bishopstone.swindon.sch.uk">www.bishopstone.swindon.sch.uk</a>
<b>Dates of previous inspection</b>	3 and 4 November 2021, under section 5 of the Education Act 2005

## Information about this school

- A new headteacher joined the school in June 2022.
- This is a Church of England school. The most recent section 48 inspection took place in November 2017.
- The school does not use any alternative provision.

## 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.
- This was the second routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspectors held discussions with the headteacher, other senior leaders, subject leaders and members of the governing body.

- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors carried out deep dives in early reading, mathematics and history. 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.
- 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 considered responses to the online survey for parents, Ofsted Parent View, including the free-text comments. The inspectors also considered responses to the staff survey and responses to the survey for pupils.

### **Inspection team**

Liz Geller, lead inspector

His Majesty's Inspector

Tonwen Empson

Ofsted Inspector

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