

Inspection of a good school: Bishops Cleeve Primary Academy

Tobyfield Road, Bishops Cleeve, Cheltenham, Gloucestershire GL52 8NN

Inspection dates: 14 to 15 May 2024

Outcome

Bishops Cleeve Primary Academy continues to be a good school.

The headteacher of this school is Shona Swan. This school is part of the Gloucestershire Learning Alliance 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, Claire Savory, and overseen by a board of trustees, chaired by Helen Morris.

What is it like to attend this school?

This is an inclusive school where pupils are placed at the centre of all decisions. Strong working relationships between staff and parents and carers ensure pupils come to school safe, happy and ready to learn.

School routines are well established. Playtime on the field is a joyful place for pupils. Playpals enjoy the responsibility of organising games and playing with the younger pupils. A wide range of enrichment opportunities are available for pupils to participate in during the school day and after school. All pupils are encouraged and supported to take up these opportunities. Pupils are proud to represent the school at sports events or when participating in residential visits.

Pupils learn how to make informed choices. They know how to create a healthy relationship and how to be physically and mentally healthy. All pupils say they have someone to talk to if they need help in school. For some pupils, this means the staff who work in The Hive. Pupils learn how to care for others including the school dog, Teddy.

With support and guidance from staff, pupils increasingly rise to the challenge to 'be the best you can be'. Pupils are developing an eagerness to learn. This is particularly evident in pupils' early reading.

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

The school's new curriculum demonstrates its ambition for all pupils, including those with additional needs. The curriculum is carefully sequenced from Reception Year to Year 6,

with clear end points for pupils to work towards. Frequent checks on pupils' learning help the school to identify and rectify gaps in pupils' knowledge promptly.

Teachers typically have strong subject knowledge. Learning resources are presented clearly to pupils. In many subjects, staff use assessment information from their checks on pupils' knowledge, skills and vocabulary to plan pupils' future learning. Leaders are currently supporting staff to ensure assessment information is used effectively in all subjects.

Where the curriculum is taught as intended, the quality of pupils' learning is high. For example, pupils demonstrate a deep understanding of artistic vocabulary and historical context in art and design. Pupils reflect on the creative process and accurately evaluate the learning in their books. In this subject, pupils possess the required knowledge and skills to learn with increasing independence. However, when pupils do not have a secure knowledge of the subject curriculum, they cannot problem-solve or connect important concepts without adult support.

Pupils' special educational needs and/ or disabilities (SEND) are identified accurately. Appropriate support is put in place swiftly. For example, pupils use individualised resources to help meet their needs. The school's provision map sets out precisely how the school expects pupils to be supported in their learning. This approach to teaching and learning benefits all pupils, not just those with SEND. Pupils' individual learning targets are now much sharper to ensure pupils make progress in their learning. Nonetheless, the school recognise that there is work to do to enhance its positive working relationships with parents of pupils with SEND.

Pupils' love of reading is nurtured right from the start. A rich and varied selection of high-quality books is available for pupils to explore in their classrooms and the library. An effective whole-school approach to the teaching and learning of phonics ensures pupils secure their phonics knowledge successfully. Pupils' reading books match pupils' phonic knowledge precisely. Additional phonics and reading sessions are in place for pupils who need extra help to keep up with the school's high expectations. Pupils' reading fluency and comprehension are well developed. The carefully chosen texts stretch pupils' vocabulary and experience of the wider world.

The well-being of pupils, parents and staff has a high profile at the school. Pupils' personal development, including disadvantaged pupils, is supported well. Staff are encouraged by the school and trust to continue their professional development. Staff appreciate leaders' consideration and support for their well-being. The school works with external professionals to remove barriers to pupils attending school regularly. This work is successful for most pupils.

The school's approach to behaviour support is informed by research and evidence-based classroom practice from across the trust. The school uses its analysis of behaviour information to create bespoke packages of support for pupils in need of additional help. For example, check-ins with staff from The Hive. Children in Reception are shown how to get along with others. Children quickly gain the skills needed to make friends and work together successfully. Leaders ensure that any pupils who need extra help to manage

their emotions and improve their well-being get the support they need. Pupils are increasingly able to recognise and respond appropriately to their emotions. The school has a calm and orderly environment.

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, pupils do not have a secure knowledge of important curriculum concepts. This limits pupils' ability to apply their knowledge, problem-solve, make connections and learn independently. The school needs to ensure pupils secure and deepen their knowledge of curriculum content to recall, use, apply and make connections between important concepts with increasing independence.

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 first ungraded inspection since we judged the school to be good in March 2018.

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	137271
Local authority	Gloucestershire
Inspection number	10297993
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	623
Appropriate authority	Board of trustees
Chair of trust	Helen Morris
CEO of trust	Claire Savory
Headteacher	Shona Swan
Website	www.bishopscleeve.gloucs.sch.uk
Dates of previous inspection	14 to 15 March 2018, under section 5 of the Education Act 2005

Information about this school

- Bishops Cleeve Primary Academy is a member of the Gloucestershire Learning Alliance Multi-Academy Trust.
- Bishops Cleeve Primary Academy is a three-form entry, larger than average primary school.
- The school uses two unregistered alternative provisions.

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. The inspector discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.

- The inspectors met with the headteacher, deputy headteacher, senior leaders, staff, pupils and trustees, including the chair of trustees, and the CEO of Gloucestershire Learning Alliance Multi-Academy Trust.
- The lead inspector spoke on the telephone with one of the alternative provision used by the school.
- The lead inspector listened to pupils read to a known adult.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the school's curriculum and provision with leaders.
- The inspectors observed pupils during social times and spoke with pupils and leaders about opportunities for pupils' personal development.
- 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 lead inspector considered the responses to Ofsted's online survey, Parent View. She also took into consideration the responses to the surveys for staff and pupils.

Inspection team

Marie Thomas, lead inspector

His Majesty's Inspector

Nicolle Deighton

Ofsted Inspector

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