

Inspection of Bishop Wilton Church of England Voluntary Controlled Primary School

Main Street, Bishop Wilton, York, North Yorkshire YO42 1SP

Inspection dates: 4 and 5 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Bishop Wilton Primary School is determined for all pupils to succeed. As one parent said, 'This school provides opportunities for all children to thrive.' Staff have worked hard to address the areas for improvement identified at the last inspection. Their efforts are paying off. There has been significant improvement in the planning and delivery of each curriculum area. As a result, pupils are now receiving a good-quality education and they achieve well.

Staff know the pupils very well and there are strong and trusting relationships. Consequently, pupils feel safe, happy, well supported and cared for. Pupils are polite and respectful. They understand the school's rules and follow them well. They listen carefully and are eager to learn. There is a calm and purposeful environment in classrooms and around the school

Pupils benefit from an extensive range of trips and external visitors, which enrich the curriculum deeply. All of these carefully planned activities develop wonderfully well-rounded pupils who are very well equipped for their next steps in education. Over time, pupils develop the ability to reflect wisely on issues such as equality of opportunity. Older pupils intelligently discuss the qualities needed for healthy relationships. They have a strong understanding of different faiths and can speak with clarity about the impact of discrimination.

Pupils contribute to their local community in a thoughtful manner. For example, each year, pupils produce advent windows that are placed around the village. They create adverts for Macmillan coffee mornings and bake the cakes they serve. Pupils raise money for local and national charities, such as collecting tinned food for their local food bank. Pupils describe themselves as 'agents of change'. Pupils recognise the impact their work can have on others beyond their school.

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

The school has designed a broad and balanced curriculum that is ambitious for all pupils. From early years through to Year 6, the school has carefully mapped out the key knowledge that pupils need to learn. Learning has been organised so that content builds in a logical order. This ensures that teachers have a clear understanding of exactly what to teach and when.

The school has clear systems and processes in place for identifying pupils with special educational needs and/or disabilities (SEND). It works in collaboration with parents and carers and outside agencies to ensure that pupils get the support they need. As a result, pupils with SEND are supported to achieve well.

Children in early years get off to a strong start. They enjoy carefully thought-out learning and positive interactions with adults. Children play cooperatively together and develop their independence. They listen attentively and with enthusiasm during adult-led sessions, especially in the daily singing sessions. Adults use appropriate

questions and model vocabulary to extend children's learning.

Overall, teachers use their assessments of what pupils know and can do to plan learning that allows pupils' knowledge to build well over time. At the start of lessons, for example, teachers check that pupils can remember what they have previously been taught. In many subjects, during lessons, effective questioning enables teachers to check pupils' understanding and to swiftly identify, and remedy, any gaps in pupils' knowledge so that pupils make good progress.

Most pupils learn to read quickly. Where pupils need extra support with phonics, well-trained staff give pupils the right help. Pupils practise reading regularly to help them to become confident readers. Adults read to pupils to immerse them in enjoyable and challenging stories. Pupils enjoy reading and discussing the books they study. However, sometimes, during reading sessions, opportunities to check whether all pupils have a secure understanding of the sounds that letters represent are overlooked. This hampers some pupils' progress in learning to read.

The school's provision to support pupils' personal development is exceptional. Leaders take their responsibility for preparing pupils for success in the wider, diverse world extremely seriously. Pupils benefit from a rich and varied programme of learning that is well matched to their ages and life experiences. This is underpinned by strong character development that weaves through the curriculum. Pupils know their leadership roles make a difference. For example, 'school councillors' take an active role in teaching younger pupils how to keep active and healthy during breaktimes by planning and leading sports activities.

There is a strong team spirit at Bishop Wilton. Staff are committed to making a positive difference to the lives of the pupils. Governors hold school leaders to account effectively through support and challenge. Staff feel well supported by leaders and governors. They appreciate the professional development opportunities they receive and leaders' consideration for their workload and well-being. Staff are well motivated and morale is high. The relationship between the school and the community is strong. Many parents speak highly of 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)

- Opportunities to check whether all pupils have a secure understanding of the sounds that letters represent during reading sessions are sometimes overlooked. This hampers some pupils' progress in learning to read. The school should ensure that staff check on pupils' understanding so that any gaps in pupils' phonics knowledge are quickly identified and addressed.

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	117972
Local authority	East Riding of Yorkshire
Inspection number	10340041
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair of governing body	Dorothy Appleby
Headteacher	Elizabeth Harros (Executive Headteacher)
Website	www.bishopwiltonprimaryschool.co.uk
Date of previous inspection	17 July 2023, under section 8 of the Education Act 2005

Information about this school

- This school is well below the size of the average primary school.
- This school does not use any alternative provision.
- The school runs a breakfast and after-school club.
- The school is a voluntary controlled Church of England school. The most recent section 48 inspection took place in July 2019.
- The school is part of a federation of three schools.
- The school has provision for two-year-old children.

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.
- The inspectors discussed the continued 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 executive headteacher and other leaders. The inspectors also met leaders with responsibility for pupils with SEND, behaviour and attendance and pupils' personal development.
- The lead inspector spoke with the local authority adviser and the school improvement officer for the diocese.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors 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.
- The inspectors also discussed the curriculum in some other subjects: science, design technology, music and religious education.
- 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 at different times of the day. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around school.
- The inspectors reviewed a wide range of documents, including the school's self-evaluation and improvement plans, as well as information on the school's website.
- The inspectors considered responses to Ofsted's online surveys for parents, pupils and staff.

Inspection team

Rebecca Clayton, lead inspector Ofsted Inspector

Nicola Witham Ofsted Inspector

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