

Inspection of Bishop Sutton Primary School

Wick Road, Bishop Sutton, Bristol, BS39 5XD

Inspection dates: 3 and 4 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Dieter Cook. This school is part of Lighthouse Schools Partnership which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gary Lewis and overseen by a board of trustees, chaired by Adele Haysom.

Ofsted has not previously inspected Bishop Sutton Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Bishop Sutton Primary School to be outstanding, before it opened as an academy.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Bishop Sutton Primary School is a school where pupils enjoy learning. The school's vision, 'where every child can dream, believe and achieve', can be seen through the ambitious curriculum. Pupils are engaged in their learning. They are well prepared for the next stage of their education.

The school has high expectations for pupils' behaviour. Pupils are polite and well-mannered. They understand the school's one rule and do their best to 'be kind, be safe and be responsible'. There is a calm and purposeful environment in classrooms and around the school. Pupils follow instructions and listen well.

Staff form trusting, caring relationships with pupils. As a result, pupils feel happy, safe and valued. They can talk to trusted adults if they have any concerns. Pupils learn how to stay safe online and in the wider community. This helps them feel confident for the transition to secondary school.

Pupils enjoy taking on leadership responsibilities across the school. Older pupils recognise their position as role models to younger pupils. Book ambassadors ensure pupils' opinions are considered when the school purchases new books. The school council influences which charities the school supports. Pupils take these roles seriously and feel their voice is heard.

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

The curriculum is broad and ambitious for all pupils. It sets out what pupils will learn in a logical order. Learning is sequenced well to build pupils' knowledge as they move through the school. Pupils develop more complex techniques as they move through the art curriculum. For example, older pupils learn how to show perspective when drawing landscapes. Pupils consolidate their knowledge and understanding through recapping their learning regularly. For example, they revisit their prior learning in mathematics through regular fluency practice. Pupils say this retrieval practice at the start of lessons helps them to remember what they have been taught.

Pupils progress well through the curriculum. Where they make links between their current and prior learning, their knowledge is in more depth. For example, older pupils learn about globalisation in the geography curriculum. They link this with prior learning about European migration. The curriculum is designed so that pupils can make links between their current learning and what they have learned previously. However, in some areas, the curriculum is not implemented as intended to help pupils to make these links. Where this is the case, pupils do not build their knowledge as well as they could.

Reading is a high priority. A love of reading is visible across the school. The school's approach to teaching early reading using phonics is effective. Children in the early years start learning phonics straight away. They quickly understand how to blend

sounds together to read simple words. Pupils use the strategies they have learned to read unfamiliar words. Staff quickly identify those pupils who need more practice. These pupils are given timely support to help them to keep up. Pupils read books that match their stage of reading. This helps them practise using their phonic knowledge to become confident, fluent readers.

Pupils' enthusiasm for reading continues as they move through the school. As they gain confidence, pupils read books to improve their fluency. Texts become longer and more complex as pupils get older. They enjoy listening to adults read. Teachers recommend books and authors to pupils. Pupils are encouraged to donate a book to the school library when it is their birthday. This excites pupils, who enjoy borrowing the 'birthday books'.

Pupils with special educational needs and/or disabilities (SEND) are well-supported. Where appropriate, learning is adapted for pupils with SEND so they learn the curriculum as well as their peers. However, some parents of pupils with SEND do not fully understand how their children are supported in school. They state that they would welcome more information to help them support their children.

Pupils learn a well-devised personal development programme. They know how to how to keep themselves physically and mentally healthy. For example, a child in Reception explained the importance of drinking milk, 'because it helps your bones grow'. Pupils understand why it is important to treat everyone equally and with respect. They state that that Bishop Sutton is 'a together school where everyone looks out for each other'. Pupils know that a good friend needs to be caring and trusting. They enjoy the extra-curricular clubs, trips and enrichment opportunities on offer.

Trust leaders and local governors have an accurate view of the school's strengths and priorities for development. They understand their roles and provide meaningful support and challenge. Many parents comment that Bishop Sutton has a positive and nurturing 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 areas, the curriculum design is not implemented as intended. Pupils do not make links to previous learning. This makes it difficult for them to deepen their knowledge. The trust should ensure that pupils have opportunities to make links in their learning both within and across subjects to deepen their understanding across the full breadth of the curriculum.

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	146788
Local authority	Bath and North East Somerset Council
Inspection number	10298068
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	175
Appropriate authority	Board of trustees
Chair of trust	Adele Haysom
Headteacher	Dieter Cook
Website	www.bishopsuttonstantondrew.co.uk/
Date(s) of previous inspection	Not previously inspected

Information about this school

- The school is federated with Stanton Drew Primary School. The federation is known as the Federation of Bishop Sutton and Stanton Drew Primary Schools.
- The federation shares a headteacher and governing board.
- The school currently uses one unregistered alternative provider.

Information about this inspection

The inspector(s) 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 first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, deputy headteacher, senior teacher and special educational needs coordinator for the school. The inspectors also met with a range of teaching and support staff.
- The lead inspector held conversations with the chief executive officer from the trust, the chair of the board of trustees and other trust leaders.
- The lead inspector met with representatives of the local governing board.
- The lead inspector spoke with the alternative provider.
- 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 carried out deep dives in these subjects: early reading, mathematics, art and geography. 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 other subjects.
- The lead inspector listened to pupils in Year 1, 2 and 3 read to an adult.
- 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, Ofsted 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

Matt Fletcher, lead inspector

His Majesty's Inspector

Jyotsna Paranjape

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2024