

Inspection of a good school: Bishop Henderson Church of England Primary School

Farley Dell, Coleford, Radstock, Somerset BA3 5PN

Inspection dates:

6 and 7 December 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils are proud to belong to this caring and welcoming school community. They are enthusiastic and keen to learn. Relationships between pupils and staff are positive. As a result, pupils feel safe and supported. They say adults 'always make sure everyone is happy'.

In some subjects, leaders have not identified the important knowledge they want pupils to know. This means that pupils do not learn and remember as well as they could in those subjects.

Pupils behave well. Pupils know staff expect them to try their best in lessons. In early years, children learn the routines and expectations of the classroom. The school has a calm and purposeful atmosphere. Everyone understands the school values of being 'safe, kind and responsible'. Pupils learn the importance of kindness. Bullying is rare. Pupils are confident that, when it happens, staff deal with it swiftly.

Pupils enjoy taking on extra responsibilities in school. They relish their roles as well-being champions and sports captains. Leaders encourage pupils to give their opinions and listen to the views of others. Pupils discuss important issues maturely. They enjoy enrichment sessions where they can develop their interests, for example in sports and art.

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

Leaders are developing an ambitious and broad curriculum for all pupils. For example, leaders have introduced a systematic programme to teach early reading. However, some planning in the wider curriculum is being developed. In some subjects, including in the early years, leaders have not identified the important knowledge pupils should learn. As a

result, teachers do not know exactly what to teach and when. This means, in some foundation subjects, pupils do not learn the curriculum in a logical order. They do not build their knowledge well over time.

Subject leaders, some who are new to their role, do not demonstrate the expertise to make sure their curriculum is implemented effectively. For example, while teachers check what pupils know and can do, they do not always use this information to decide what pupils need to learn next, including in mathematics.

Leaders prioritise reading. Most pupils love to read. Children in the Nursery and Reception Year listen and join in with many stories, rhymes and songs. Teachers select texts to build children's comprehension and vocabulary. Older pupils enjoy visiting the library and making book recommendations to their friends. Leaders have recently implemented a new reading curriculum. Pupils learn phonics in a systematic way. Children start as soon as they arrive in the early years. However, some pupils in the early stages of reading who need support do not always get the help they need. Some staff have not been trained to deliver the phonics programme with precision. Pupils do not practise reading with books which contain the sounds they know. This means pupils do not learn to read as quickly as they could.

Staff identify pupils with special educational needs and/or disabilities accurately. They meet these pupils' needs and get them the additional help that they need. Pupils learn the same curriculum as their peers.

Pupils are polite and respectful. They attend well. Pupils have good attitudes to their learning. This starts in the early years. Children listen attentively to adults and are keen to join in discussion times. Across the school, there is rarely any disruption to learning. Staff and pupils lead activities which make lunchtimes harmonious and enjoyable for everyone.

Leaders support pupils' personal development well. Pupils know how to keep mentally and physically healthy. One pupil described how they learn 'not to keep it all inside' if they are anxious. Pupils learn about respecting differences. They can explain their knowledge of different faiths. Through the school values, leaders help pupils to become thoughtful and tolerant citizens. For example, the school council share their views of school life with leaders. Pupils' development is broadened through enrichment afternoons, trips and visits.

Governors support and challenge leaders to improve the quality of education. Staff feel supported and say that leaders consider their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff are well trained. Staff are vigilant to the risks pupils face. They report concerns promptly. Leaders work with other professionals to ensure pupils and families receive the help they need. Leaders, including governors, make sure the school's recruitment procedures are effective.

The curriculum teaches pupils how to stay safe, both in and out of school. They learn how to stay safe online and about fire safety. As a result, pupils know how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The early reading programme is not implemented consistently well. The books pupils are given to read do not match the sounds they know. This means that pupils who find early reading difficult do not receive the support they need. Leaders should ensure there is a consistent and effective approach to the early reading programme and pupils read books matched to the sounds they know.
- In the wider curriculum, leaders have not identified the important knowledge pupils should learn and remember from the early years through to Year 6. As a result, pupils do not cumulate and remember important knowledge over time. Leaders should ensure the curriculum is designed so that teachers know exactly what pupils need to know and when.
- Some subjects are not being implemented effectively. This is because some subject leaders are in the early stages of their leadership roles. Leaders need to ensure that curriculum leaders are supported to evaluate and develop the effectiveness of their areas of responsibility.

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 second ungraded inspection since we judged the school to be good in July 2013.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	123747
Local authority	Somerset
Inspection number	10212362
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Martyn Day
Headteacher	Chris Lane
Website	www.bishophenderson.co.uk
Date of previous inspection	19 January 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been in post since 1 September 2022.
- The school has a nursery class.
- The school is a voluntary controlled Church of England school in the Diocese of Bath and Wells. Its last section 48 inspection took place in March 2020, when this aspect of the school's work was graded as excellent.
- The school does not use alternative providers.

Information about this inspection

- 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 their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met 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 inspector listened to some pupils read to an adult.
- The inspector spoke with pupils about the curriculum in other subjects.
- The inspector met with school leaders, including the headteacher, the special educational needs and disability coordinator, curriculum leaders, teachers and support staff.
- The inspector reviewed documentation and spoke with leaders, staff and pupils to evaluate the effectiveness of safeguarding. The inspector reviewed attendance records and the school's behaviour and bullying records.
- The inspector met with a group of governors. They held a phone call with a representative of the local authority.
- The inspector considered responses to the online questionnaire, Ofsted Parent View, including free-text responses. The inspector also took into account the responses to the pupil survey and staff survey.

Inspection team

Claire Mirams, lead inspector

Ofsted Inspector

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