

# Inspection of NCEA Bishop's Primary School

Academy Road, Ashington NE63 9FZ

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Inspection dates: 18 and 19 October 2022

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

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

Pupils enjoy being at school. They feel safe, happy and well looked after. Pupils show respect for each other. They take turns, listen and work happily in pairs and groups. Younger pupils in early years do well. They quickly get used to routines and develop strong relationships with each other and adults.

Behaviour in classes and on the playground is good. At breaktime, pupils enjoy a free sandwich, being active or just having a chat. Football is particularly popular. However, pupils say that some people get a little over exuberant at times.

Pupils understand what bullying is. Some say it can happen at times but it is rare and adults are always available to help. Pupils are kind to each other and make everyone feel welcome. They would be very surprised to hear any inappropriate, prejudicial language.

Pupils appreciate the extensive range of clubs and experiences that are available. One pupil commented, 'We get to learn the cello; not many children anywhere get that chance.' They are proud of their school.

The school's LIGHT values of love, inclusivity, goodness, hope and truth reflect the expectations staff have for pupils. There is an ambition that all pupils will leave Year 6 and maximise their full potential.

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

Leaders have managed significant changes in the school's status successfully. Moving from being an all-through school to an individual primary school, leaders have ensured that effective support from the multi-academy trust has resulted in a seamless transition. Leaders have made sure that the school retains its identity and serves the local community. Leaders' vision of the 'smallest seeds, growing up to be the biggest of all plants' underpins the values and ethos of the school.

Leaders have designed a curriculum to engage and inspire pupils. Teachers use recall, research and reasoning strategies to help pupils to become curious, independent learners. Teachers regularly check what pupils know and understand. They use a 'five question card' strategy to test the knowledge of pupils. However, at times, pupils struggle to remember what they have been taught. The focus for what is important in subjects such as geography and history is not clear; the precise knowledge that leaders want pupils to know is not always clearly defined.

Leaders are determined that pupils will be fluent, confident readers by the time they leave Year 6. The journey to make this happen starts when children start school at two years old. Children are immediately immersed in song, rhyme, poems and books. For younger children, adults make sure that they model language accurately and support children to repeat, practise and become confident with new vocabulary.

Pupils learn the sounds that letters make through daily, high-quality phonics sessions. As a result, pupils can apply their phonics knowledge to books they are given to read. Across the school, adults read to pupils every day. Leaders make sure that pupils have access to books that will engage and excite them. The use of additional funding to purchase a selection of sports books was appreciated by many pupils.

Leaders are aware of the positive influence they can have by engaging with parents and the local community. Initiatives such as the 'slow cooker event' and 'pennies to pounds' support families with financial management and healthy, sustainable eating. The excellent relationships between school and home create a strong community feel. As well as shared family events, pupils have the opportunity to attend a wide range of clubs and activities. Breakfast club gets the pupils off to a good start to the day, particularly on Wednesdays when a fitness coach puts the children through their paces.

Pupils with special educational needs and/or disabilities (SEND) receive appropriate support based on their level of need. Staff are skilled at quickly identifying where additional support may be required. Adults support pupils in class to ensure that pupils with SEND access the full curriculum. However, where more bespoke support is required, specific interventions are run for individuals or small groups.

Leaders are sensitive and thoughtful to the needs of individual pupils. For example, if pupils are struggling with accessing the regular curriculum, or if they are having attendance issues or there are problems in their own lives, there is help at hand. The 'alternative curriculum' provides pupils with the care and nurture they need to get things back on track. Pupils get involved with outdoor gardening activities, such as mending the chicken coup. This provision helps pupils regulate their emotions, be proud of themselves and manage life in school.

Leaders at all levels, including governors and trustees, want the very best for pupils. They hold school leaders to account for decisions they make but also provide support and advice when required. Staff feel valued as leaders are considerate of their well-being and workload. There is a tangible feeling of collective responsibility running through the staff team.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are proactive and reactive with their approach to keeping pupils safe. They ensure that all staff are appropriately trained. This includes a monthly training session where specific safeguarding content is discussed. The designated safeguarding lead (DSL) acts quickly if a concern about a pupil is raised. Record-keeping is detailed and clearly identifies next steps and who is responsible for any follow-up actions required.

The DSL provides invaluable support for families. They act as a safe space for parents to talk. The actions and advice the DSL provides, prevents situations from escalating to more serious concerns.

Staff are vigilant and know it is everyone's responsibility to keep pupils safe. They are alert to signs of concern and ensure that the right actions are taken when required.

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

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

- At times, the implementation of some foundation subjects is not precise enough. As a result, pupils do not develop secure subject knowledge. Leaders should review how and what pupils will study to ensure that precise subject knowledge is accurately delivered.

## **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

<b>Unique reference number</b>	145956
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	10241408
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	491
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Brearley
<b>Headteacher</b>	Clare Marriott
<b>Website</b>	<a href="http://www.bishops.ncea.org.uk">www.bishops.ncea.org.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school does not use any alternative provision.
- The school joined the Northumberland Church of England Academy Trust in July 2018.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors did deep dives in the following subjects: early reading, mathematics, physical education, science and history. Inspectors spoke to leaders about the curriculum and met with teachers from the lessons visited. Inspectors looked at pupils' work and spoke to pupils about the curriculum, behaviour and what it is like to attend this school.

- Inspectors looked at curriculum documents from a range of subjects.
- Inspectors listened to a range of pupils read from different year groups.
- Inspectors met with the special educational needs coordinator, members of the governing body, the chief executive officer, trustees, an independent school improvement partner and the assistant director of education for the Diocese of Northumberland.
- Inspectors looked at the single central record and spoke to leaders, teachers, governors, and pupils about safeguarding.
- Inspectors spoke to early career teachers and their mentors.
- Inspectors spoke to parents and observed pupils at breaktime and lunchtime.
- Inspectors considered the responses made by parents to Ofsted Parent View, Ofsted's online questionnaire for parents, including any free-text responses. Inspectors also considered the responses to Ofsted's online staff questionnaire.

### **Inspection team**

David Milligan, lead inspector	His Majesty's Inspector
Emily Stevens	His Majesty's Inspector
Zoe Westley	Ofsted Inspector

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