

Inspection of Bishops Nympton Primary School

Bishops Nympton, South Molton, Devon EX36 4PU

Inspection dates: 24 and 25 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils enjoy attending Bishops Nympton Primary School. They say that the school is a friendly place in which to learn. However, the quality of education that pupils receive is not equally effective in all subjects. In some subjects, pupils struggle to recall earlier learning. The curriculum does not enable them to know and remember more over time.

Despite these shortcomings, leaders and staff have high expectations for pupils' behaviour and conduct. Pupils are polite, respectful and courteous. This starts in early years. Children are eager to learn and follow instructions well. Disruptions are rare. There is a calm and purposeful environment in classrooms and around the school.

Pupils say that they are happy and feel safe. Parents and carers agree. There are good relationships between staff and pupils. Pupils say that bullying does not happen. If it were to occur, they are confident that adults would deal with it quickly.

Pupils enjoy the range of clubs on offer to them, such as those for football, netball and choir. They welcome the opportunity to become members of the school council. Pupils are proud of the achievements of the council, such as in raising money for charities and organising events for other pupils to enjoy.

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

Leaders have a clear vision for all pupils, including those with special educational needs and/or disabilities (SEND). However, their ambition is not yet realised through the curriculum. In some subjects, leaders have not made clear the important knowledge they want pupils to know. Some subject leaders do not accurately understand how well pupils learn in their subject. As a result, pupils from early years to Year 6 do not learn as well as they should.

Leaders prioritise reading. They have recently implemented a new programme for phonics. This is making a difference. Children in early years begin phonics as soon as they start school. Books match the sounds they are learning, which helps them to gain confidence. They learn well. If older pupils fall behind, they receive the support they need to catch up quickly. Pupils enjoy reading and read widely. They say that it helps them to 'build pictures in their minds'. As pupils move through the school, they become fluent and effective readers.

The mathematics curriculum is not fully developed. While it makes clear the important mathematical knowledge that pupils will learn, it is not organised in a logical order. Teachers do not always present new material clearly. As a result, some pupils find it difficult to learn new knowledge or apply what they already know to more complex mathematical tasks. This holds pupils back and leads to confusion.

Leaders have begun to improve the curriculum in some wider subjects. In art, for example, it is clear what pupils should learn. Teachers build pupils' knowledge effectively. Children in early years develop their understanding of line and colour. Older pupils build on this when using techniques such as shading. However, learning does not build as effectively in all areas of the curriculum.

Teachers do not routinely check well enough what pupils know before moving on to new learning. This makes it difficult for pupils to build their knowledge and hampers the progress they make. They struggle to remember their learning. Equally, not all activities in early years are well planned. As a result, the youngest children lose interest, and their learning slows. Staff do not always notice this.

There are effective systems in place for identifying the individual needs of pupils with SEND. Leaders work well with parents and a range of professionals. However, while many individual support plans are precise, some are not reviewed in a timely manner. On occasions, this prevents staff from adapting the curriculum well enough to meet the needs of pupils with SEND.

Pupils display positive attitudes towards their learning. They behave well in lessons and during social times. Pupils from across the school play well with one another. Older pupils enjoy playing with, and caring for, the younger pupils.

Leaders plan thoughtfully for pupils' personal development. Pupils have opportunities to develop their character and resilience, for example by participating in the Exmoor Challenge. Pupils talk confidently about different relationships. They understand why tolerance and equality are important in modern life.

Governors understand where the school needs to improve. They hold leaders to account for their actions. Staff say that they work well as a team. They appreciate the way in which leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is a clear safeguarding culture across the school. Leaders know their vulnerable pupils and families well. They work with a range of external agencies to ensure that pupils and families have the help they need. Staff understand how to identify any signs of concern and report them quickly.

Pupils know how to keep themselves safe in the real and online worlds. They understand the importance of not sharing personal information online.

Leaders make the right safeguarding checks during recruitment.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not planned the content of the curriculum well enough. It is not clear what essential knowledge pupils should know and by when. Leaders need to ensure that the curriculum identifies the specific knowledge and vocabulary they want pupils to learn over time.
- In some subjects, and in early years, teaching does not check well enough what pupils, including those pupils with SEND, know and remember. Subsequent learning does not build on pupils' prior knowledge. As a result, some pupils and children in early years do not build their knowledge well over time. Leaders need to ensure that teachers check what pupils, including those pupils with SEND, learn and remember in order to inform future learning.
- Subject leaders do not have an accurate understanding of how the intended curriculum is implemented. They are not aware of what is working well and what needs to improve. Senior leaders must develop subject leaders' expertise so that the curriculum is well implemented.

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	113133
Local authority	Devon
Inspection number	10227989
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	83
Appropriate authority	The governing body
Chair of governing body	Catherine Jennings
Headteacher	Timothy Gurney
Website	www.bishopsnymptonschool.org
Date of previous inspection	22 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Exmoor Link Federation.
- This school is smaller than the average-sized primary school. Pupils are organised into four mixed-age classes.
- The school has on-site, governor-run Nursery provision for two-, three- and four-year-old children.
- The school does not use any alternative provision.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, senior leaders, the special educational needs coordinator and subject leaders from the Exmoor Link

Federation. They met with groups of staff, members of the governing body, (including the chair) and a representative from the local authority.

- Inspectors carried out deep dives in early reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- The lead inspector listened to pupils in Years 1, 2 and 3 reading to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe.
- The lead inspector met with the designated safeguarding lead to evaluate the effectiveness of safeguarding. The lead inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered the responses to the online survey, Ofsted Parent View.
- They also took into consideration the responses to the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Jack Lacey

Ofsted Inspector

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