

Inspection of Cropwell Bishop Primary School

Stockwell Lane, Cropwell Bishop, Nottingham, Nottinghamshire NG12 3BX

Inspection dates: 2 and 3 November 2022

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

What is it like to attend this school?

Pupils are happy and enjoy attending this school. Parents, carers, pupils and staff say that the school is warm and welcoming. Staff ensure that the needs of pupils always come first. The pupils reflect the school's values of 'pride, perseverance, kindness and respect'. The caring culture of the school helps pupils to feel safe.

Leaders have high expectations of all pupils. Pupils show positive behaviours and attitudes towards staff and each other. Pupils are polite and well mannered. They behave well in lessons and around school. They are ready to learn, and enjoy their lessons. There are very few incidents of poor behaviour. Pupils know there are consequences to their actions if they do not follow the school rules.

Bullying rarely happens. Pupils know that bullying is wrong. They say that when bullying does happen, they trust adults to deal with it quickly.

All pupils understand the school rewards systems well. They enjoy earning table points and house points for modelling any of the school's values. Pupils' ultimate goal is to earn enough points to gain a place on the 'recognition board'. Older pupils have responsibilities. These include taking photographs of events and collecting class house points.

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

Leaders have worked hard to revise the curriculum in most subjects. They have identified the key knowledge and skills they want pupils to gain from the early years to Year 6. Leaders have supported teachers with training to help them lead their subject areas. Leaders have strong ambition for all pupils, including pupils with special educational needs and/or disabilities (SEND), to do as well as they should.

Teachers make regular checks to find out what pupils know. However, teachers do not reliably use this information to help them plan what should come next. Pupils do not consistently remember key knowledge and skills in some subjects. In other subjects, like history, pupils do remember what they learn. They can apply their knowledge and understanding in history to other subjects. For example, pupils can make reasoned comparisons about photographic sources in religious education.

The teaching of reading is a priority. Leaders ensure that reading starts from the early years. All staff are trained to teach the systematic phonics programme. There is a range of resources to support the quality teaching of early reading. Leaders check that pupils read at home and in school. The books are mostly matched to the sounds pupils know. Leaders identify pupils who may be falling behind in their reading. These pupils receive extra support. Pupils practise reading regularly to become fluent readers. Pupils say that they enjoy reading and have books that they enjoy.

Children in the early years have a positive start to their education. They enjoy their learning environment and settle quickly into their new routines. The children display kindness and care for each other. They show good resilience to change. They enjoy learning through the well-planned activities. Children develop their skills and knowledge well in readiness for their next steps.

Pupils with SEND access the full curriculum. Teachers adapt their teaching to meet these pupils' needs. Leaders ensure that staff are well trained to deliver well-planned support in lessons. Work in books shows that pupils with SEND are learning the curriculum.

Leaders promote pupils' broader development. The weekly assemblies allow pupils to focus on British values. Pupils have the opportunity to vote for their house captains. Once voted for, pupils are very proud of wearing the badge and being a role model in school. There is a wide range of lunch and after-school clubs. These help to develop pupils' interests and talents in music, art and sports.

Pupils understand a range of faiths and cultures. Pupils can name and describe different religious buildings and the names of believers. Pupils recognise and celebrate diversity. They are respectful of each other's differences. Pupils experience different cultural days throughout the year. These include the celebration of the festivals of Diwali and harvest.

Pupils know about healthy relationships and how to keep themselves safe. They enjoy the opportunity to take part in junior road safety officer sessions.

Leaders have made changes to, and improved the systems for, managing attendance. However, the systems and processes for managing the organisation of the provision for pupils with SEND are not robust enough. Leaders do not always identify pupils' needs well enough.

Staff are proud to work at their school. Leaders consider the workload and well-being of staff. Teachers who are new to the profession receive support to improve their practice in the classroom. Governors and members of the trust support and challenge leaders. They check that leaders prioritise the right improvements.

Safeguarding

The arrangements for safeguarding are effective.

All staff know that safeguarding pupils is everyone's responsibility. Leaders recognise when pupils may be vulnerable or at risk of abuse. All staff and governors receive regular safeguarding training and updates. Leaders work effectively with outside agencies. They understand the importance of acting quickly to support pupils and their families. Records show that staff report concerns, and follow up on these, swiftly.

Leaders ensure that there are regular opportunities to teach pupils to keep themselves safe. Pupils know how to keep themselves both physically and mentally fit. They know how to stay safe while using the internet and social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not always check if pupils have the knowledge they need to build on their learning. As a result, pupils do not always remember what they have learned in some subjects. Leaders should ensure that pupils are secure in their knowledge before moving learning on. Pupils will then be better prepared for their next stage in learning.
- The organisation and record-keeping for the provision for pupils with SEND are not robust enough. Key documents do not identify pupils' needs well enough. Leaders should ensure that the organisation and record-keeping for pupils with SEND are consistent and robust. Leaders should ensure that pupils' targets closely reflect pupils' needs and are regularly reviewed.

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	143303
Local authority	Nottinghamshire County Council
Inspection number	10242396
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	197
Appropriate authority	Board of trustees
Chair of trust	Peter Foale
Headteacher	Jenny Cook
Website	www.cropwellbishop.notts.sch.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school does not make use of 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 held meetings with the headteacher, the deputy headteachers and the special educational needs coordinator.
- Inspectors carried out deep dives in reading, mathematics, religious education and history. As part of these deep dives, inspectors met with curriculum leaders, visited a sample of lessons, looked at samples of pupils' work, listened to pupils read and held discussions with teachers and pupils. Inspectors also reviewed curriculum documentation for other subjects.

- An inspector met with members of the local governing body and the chair of governors.
- Inspectors considered the responses to Ofsted’s survey, Ofsted Parent View. Inspectors also spoke informally to parents on arrival at the school gate. Inspectors considered the responses to Ofsted’s surveys for the school’s staff and pupils.
- An inspector met with the school’s designated leader for safeguarding to check the effectiveness of the school’s arrangements to keep pupils safe.
- Inspectors examined a range of documentation, including that relating to safeguarding, governance, recruitment, behaviour, exclusions, the use of pupil premium, the provision for pupils with SEND, and attendance.

Inspection team

Anita Denman, lead inspector

His Majesty’s Inspector

Chrissie Barrington

Ofsted Inspector

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