

# Inspection of Cheriton Bishop Community Primary School

Church Lane, Cheriton Bishop, Exeter, Devon EX6 6HY

---

Inspection dates: 27 and 28 June 2023

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Previous inspection grade

Good

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

Leaders have prioritised the development of the curriculum. There are high expectations in place for all pupils to learn well and be successful. Leaders' actions are beginning to make a difference in some subjects. However, the curriculum does not yet support all pupils to build their knowledge as well as they could.

Pupils enjoy coming to school and attend regularly. They are proud of their school and being part of the school community. The older pupils enjoy playing with the younger pupils during social times. Many pupils shared, 'We are all friends.'

Pupils embrace the school values of 'community, curiosity, ambition, integrity, respect, joy'. They know how these values help them to be successful. Pupils have a clear understanding of bullying. Most share that any worries or concerns are dealt with promptly. Some parents are not clear on the steps leaders take to address their concerns. Parents would appreciate better communication of the school's actions.

Pupils value the wider opportunities they have. School trips are organised to support the curriculum. For example, children in the early years explore the local area during their weekly welly walk. Older pupils visit Exeter Museum linked to their learning about ancient Greece.

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

Leaders are designing an ambitious curriculum. They have taken steps since the previous inspection to develop the quality of education for all pupils, including those in the early years. In some subjects, leaders have identified the essential knowledge pupils need to know and remember. For example, in history, concepts such as chronology and civilisation are mapped out to help pupils build their knowledge over time. However, some subject developments are in their infancy. Leaders have not identified with enough precision the knowledge pupils need to learn. As a result, pupils have gaps in their knowledge and understanding.

Leaders are ambitious for pupils with special educational needs and/or disabilities. Since the last inspection, leaders have prioritised staff training. This has ensured that pupils' needs are identified with accuracy. Teachers adapt learning to ensure pupils receive the support they need to learn alongside their peers.

In some subjects, teachers have the subject knowledge they need to teach the curriculum well. Where this is the case, pupils build a stronger understanding of the subject. However, not all staff have the subject knowledge they need to help pupils learn as well as they could. Consequently, pupils do not deepen their understanding well enough across all subjects.

Teachers use assessment to check what pupils know and remember. However, assessment is not used with enough precision. Teachers do not know the gaps in pupils' knowledge or where progress through the curriculum has stalled. Similarly,

learning in the early years is not designed well enough to build on what children know and can do. As a result, some pupils develop misconceptions. This makes it difficult for them to recall and build their knowledge.

Leaders prioritise teaching pupils to read. This starts in pre-school where children enjoy a range of books that excite them about reading. They learn the first stages of the phonics programme by developing their speaking and listening skills. While learning to read, staff match pupils' reading books to the sounds they know. This helps pupils to improve their confidence and develop fluency. Staff identify pupils who fall behind and support them to catch up quickly.

Most pupils want to do well. They listen, take turns and follow instructions. Most respond to expectations when asked to. However, some staff do not have high enough expectations for all pupils' behaviour. On some occasions, low-level disruption disturbs learning. As a result, pupils experience lost learning time.

Pupils are taught a curriculum that goes beyond the academic. They talk confidently about equality and that everyone should be treated equally. They know about different faiths, and they are able to reflect on their own beliefs. Most pupils know the difference between right and wrong and understand the consequences of their actions. However, leaders have not considered with enough precision the essential knowledge that underpins the personal development curriculum. In addition, staff have not received the training they need to support all aspects of the wider curriculum. As a result, some pupils have gaps in their knowledge and understanding.

Staff are proud to work at the school. They value being part of the trust and the support provided on many levels. Those responsible for governance know the school well, including the areas that need to improve.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and school staff know pupils and their families well. Staff receive regular safeguarding training to help spot signs of pupils who may be at risk of harm. Staff are clear on what to do if they have any concerns. Leaders act quickly. They work closely with families to ensure they get the support they need. Leaders have clear procedures when recruiting new staff and ensure the appropriate checks are made.

Pupils know how to seek help if they have any worries. They know that adults will help them. Staff teach pupils how to keep themselves safe, including when online.

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

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

- The curriculum does not yet have the essential knowledge sequenced in most

subjects. Staff do not have the necessary expertise to help pupils to learn as well as they could across all subjects. As a result, pupils do not build their knowledge well enough. Leaders must ensure the curriculum continues to be developed and ensure that all staff have the subject knowledge they need to implement the curriculum effectively.

- Teachers do not always use assessment with enough precision to identify gaps in pupils' knowledge. As a result, some pupils develop misconceptions and cannot build their knowledge as well as they could. Leaders need to ensure that assessment is effective in identifying what pupils know and can do so that teachers adapt learning in light of this.
- Some staff's expectations of pupils' behaviour are not always high enough. As a result, some pupils do not behave as well as they could and disrupt learning. Leaders should ensure that staff have equally high expectations for behaviour.

## 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>	145397
<b>Local authority</b>	Devon
<b>Inspection number</b>	10268083
<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>	108
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Cheryl Mathieson
<b>Headteacher</b>	Robin Scott
<b>Website</b>	<a href="http://www.cheritonbishop.thelink.academy">www.cheritonbishop.thelink.academy</a>
<b>Date of previous inspection</b>	10 May 2022, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Link Academy Trust.
- The headteacher joined the school in September 2021.
- This school is a smaller-than-average-size primary school.
- The school does not use any alternative provision.
- Leaders provide a before- and after-school club.

## Information about this inspection

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

- This was the second routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics 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. Inspectors also spoke to leaders and pupils about the curriculum in some other subjects.

- The inspectors spoke with school leaders, subject leaders, parents, pupils, governors and representatives from the trust.
- The lead inspector listened to pupils read to a trusted adult.
- To evaluate safeguarding, the inspectors spoke to the designated safeguarding lead, staff, governors and pupils and evaluated record-keeping and staff training.
- The inspectors observed pupils' behaviour in lessons and around the school site. Additionally, the inspectors spoke to pupils to discuss their views about the school.
- The inspectors considered responses to Ofsted Parent View, Ofsted's online survey for parents. The inspectors considered comments made by parents online during the inspection and met with some parents at the start of the second day. Inspectors also considered responses to Ofsted's online surveys for staff and pupils.

### **Inspection team**

Esther Best, lead inspector

His Majesty's Inspector

Jane Dhillon

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023