School report

Inspection of Bishop Monkton Church of England Primary School

St John's Road, Bishop Monkton, Harrogate, North Yorkshire HG3 3QW

Inspection dates: 13 and 14 July 2023

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	Good

What is it like to attend this school?

Leaders make sure that their vision for pupils to be 'healthy, happy and vibrant individuals' becomes a reality.

There are many opportunities for pupils to take part in activities beyond the daily school curriculum. Pupils relish the residential visit to Le Touquet, where they are encouraged to speak in French. Those in the choir have performed at the Royal Hall in Harrogate. Many pupils take part in school and regional sporting competitions. The list of clubs and events is impressive given the size of the school. Leaders celebrate pupils' talents through musical soirees, talent competitions and collective worship.

Pupils are confident and thoughtful in expressing their views. This is because leaders actively seek their opinions to make further improvements in school. Pupils spoken to during this inspection say that they feel safe in school. They express some concerns about the behaviour of a few pupils. However, bullying is rare and pupils are confident that leaders will deal with any incidents of concern.

Children in the early years foundation stage are nurtured in a welcoming environment. Staff teach the children how to access a wide variety of learning activities independently. Children happily talk to one another and share resources.

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

Leaders have designed a curriculum that is broad and balanced and builds up pupils' understanding over time. Subject leaders are knowledgeable and are always looking to further improve the curriculum. Leaders have identified the specific concepts and vocabulary that they want pupils to learn and when they will learn them.

Leaders use the local area as a context for learning. In geography and history, Ripon is the focus for visits and research. Pupils grapple with increasing levels of complexity in subjects as they move through school. The curriculum includes learning about more challenging issues, such as the slave trade. Pupils are confident in articulating their understanding of slavery. They know how this relates to modern day Britain as well as to times in the past, such as the Tudor period.

Some pupils are less expressive when writing. Their understanding and application of grammar and punctuation are not well developed. Some older pupils have difficulty spelling common words. This may be attributable to the disruption in teaching during the COVID-19 pandemic. Leaders have strengthened the approach to teaching phonics. They have invested in a new phonics programme. All staff have received training and now teach phonics in a consistent way. Pupils have the reading skills they need for their next phase of education. This includes pupils in Nursery, who are taught to listen well and identify sounds in words.

The school's oversight of special educational needs and/or disabilities (SEND) is a strength. Staff have the highest expectations for pupils with SEND. Pupils with complex needs access a broad curriculum. Adults support pupils with SEND in many ways, such as using practical apparatus and picture timetables. Individual plans for pupils are written carefully and targets are broken down into small, achievable steps. Leaders work tirelessly with external agencies, parents and carers to help meet the needs of pupils with SEND.

Early years staff teach a detailed curriculum which prepares the children well for Year 1. Children enjoy learning in the woodland classroom. They explore and observe nature. Children learn how to use tools such as saws and hammers properly. Staff model a wide range of vocabulary and encourage children to talk to one another. The children join in with conversations enthusiastically. They also become confident in creating their own play and learning activities.

Pupils spoken to say that they enjoy coming to school. This is reflected in the high levels of attendance. Pupils understand the new behaviour policy and many collect rewards for positive behaviour. However, there are some inconsistencies between staff members in the application of the behaviour policy and their expectations of pupils. Members of the governing body receive minimal information about behavioural trends in school, so are not aware if the policy is improving behaviour.

Pupils can discuss the difference that fundamental British values make to everyday life. Leaders make sure that pupils learn about major world faiths, atheism and humanism. Pupils are proud of their leadership roles. They lead clubs, sporting events and buddy with younger pupils.

Members of the governing body hold the school team to account. They accurately evaluate the school's strengths and areas for improvement. Governors continually review staffing levels to ensure that the needs of pupils with SEND are met.

Safeguarding

The arrangements for safeguarding are effective.

School leaders teach pupils about online and offline risks. They invite visitors, such as the police community support officers, to give talks to pupils about local risks. This includes information on exploitation, vaping and digital messaging.

Governors and staff have completed all relevant safeguarding training. Leaders ensure that safeguarding is a standing item in all staff meetings. Leaders encourage staff to be vigilant. Clear systems are in place for identification of needs.

Referrals to external agencies are thorough and timely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The English curriculum does not outline the specific key components of writing and when these should be taught. Teachers do not receive highly effective professional development in the teaching of writing. This means that standards in writing are not as high as standards in other subject areas. Leaders should ensure that the writing curriculum is on a par with the national curriculum. Leaders should also provide teachers with training on the structuring and teaching of writing.
- There is inconsistency in staff implementing the new behaviour policy and in expectations of pupils' behaviour. This leads to a few pupils showing some low-level disruptive behaviour. Some pupils, while not disrupting others, are not consistently engaged in their learning. Leaders should ensure that all staff are consistent in terms of expectations of behaviour for learning and consistently apply the behaviour policy. Leaders should also analyse patterns of behaviour and report these to the governing body.

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	121551
Local authority	North Yorkshire
Inspection number	10255693
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair of governing body	Ashlea Costelloe
Headteacher	Sally Cowling
Website	http://www.bishopmonkton.n-yorks.sch.uk
Date of previous inspection	30 January 2018, under section 8 of the Education Act 2005

Information about this school

- This school uses one alternative education provider.
- The school is a member of the Diocese of Leeds and has a Christian character.
- A section 48 inspection was carried out by the diocese in July 2019. The school was graded good overall.

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 school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders and the special educational needs coordinator. Meetings were also held with subject leaders, class teachers and pupils. Further meetings were held with the early career teacher and some support staff.

- The lead inspector met also with representatives of the local authority, the Diocese of Leeds and members of the local governing board.
- Inspectors carried out deep dives into reading, mathematics, art and history. For each deep dive, inspectors looked at curriculum planning, conducted joint lesson visits with leaders, spoke to pupils about their work and looked at books and samples of work.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- Inspectors observed pupils' behaviour in classrooms, around the school and at playtime and lunchtime. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- To inspect safeguarding, inspectors spoke to staff, parents and governors. A range of safeguarding information was scrutinised, including the school's policies and records. Inspectors spoke to pupils and observed relationships between pupils and adults. The lead inspector also met with the designated safeguarding lead.
- As well as speaking to parents at the school gate, inspectors considered responses to Ofsted's online survey, Ofsted Parent View. The views of staff were taken into account through a number of meetings as well as their responses to Ofsted's staff survey.

Inspection team

Mary Cook, lead inspector	His Majesty's Inspector
Simon Ward	Ofsted Inspector

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