

Inspection of Bishop Wilson Church of England Primary School

10 Craig Croft, Chelmund's Cross, Chelmsley Wood, Birmingham, West Midlands B37 7TR

Inspection dates: 9 and 10 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy to attend this caring school where building relationships and community are at the heart of all they do. Pupils know that they are cared for and that adults will always help them. Pupils appreciate all that the school offers and embrace learning with enthusiasm. They achieve well across the curriculum. They are proud of their achievements and their school. Pupils enjoy doing well and know that learning matters.

The school is a calm environment in which to learn. Pupils engage in learning within their lessons and settle to tasks quickly. They are confident, happy to participate in learning and are extremely polite to adults and visitors. Pupils are not worried about bullying because they know leaders will respond to any reported incidents and take necessary action.

The school promotes an inclusive ethos of respect, working to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), achieve their potential. The school provides pupils with a wide range of experiences beyond the classroom, which helps to instil a sense of responsibility. The school is a highly valued part of the local community.

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

The school's curriculum is ambitious for all pupils. It sets out the important knowledge and skills pupils need for future success. Classrooms are well-organised spaces that allow and encourage success. Staff have the knowledge they need to teach the curriculum effectively. Teachers explain new ideas and knowledge thoughtfully and clearly. However, in some foundation subjects, some staff do not assess or systematically check that pupils are learning the knowledge the school intends.

Within the curriculum, pupils can remember some of the important knowledge they have learned. For example, in geography, pupils in key stage 1 can remember what they learned about their school and local area. Older pupils could also use their local area knowledge to talk confidently about their place in the wider world. They could discuss continents, oceans, climates and the impact of humans on the physical environment effectively.

In the early years, staff think carefully about the activities offered. They make sure that children practise what has been taught. Children make progress and are well prepared for transition to key stage 1.

Provision for pupils with SEND and those who are disadvantaged is a strength of the school. There are clear systems for swift identification of pupils who need additional support. Staff are trained well to develop and adapt pupils' individual learning. As a result, pupils access a curriculum that meets their needs so that strong progress is made.

Reading is at the heart of the school's curriculum. The school provides all pupils with high-quality reading experiences. Children learn to read as soon as they start school. Throughout early years and key stage 1, effective teaching of phonics is delivered by skilled staff. Pupils who struggle to read are given effective individual support.

There is an exceptional focus on personal development. The personal, social, health and economic (PSHE) education curriculum prepares pupils well for life in modern Britain. Pupils learn about how to stay safe, lead a healthy lifestyle and to understand and manage their emotions. This is supported by the highly effective pastoral care which supports all aspects of school life and enables pupils to be successful. Older pupils take on leadership roles such as peer listeners, school councillors and ambassadors. They help other pupils by being good role models. Many pupils take part in the wide range of clubs on offer. These include sports and creative clubs such as yoga, cooking, chess and dodgeball. All of this means that pupils are well prepared for their next stage in their education.

All those responsible for governance are highly committed to all aspects of school life. They are well informed about the work of the school, including its strengths and areas for development. Governors ask challenging questions to check the effectiveness of school priorities and hold school leaders to account. Leaders and governors are mindful of staff workload and work-life balance. Staff are proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, assessment is not consistently used to inform teaching and to check pupils' understanding precisely enough. As a result, pupils do not always receive timely support to improve their work. The school should ensure that teachers know how to systematically check learning in all subjects so that they can identify pupils who need further help or support.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104105
Local authority	Solihull
Inspection number	10343786
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair of governing body	James Hassell
Headteacher	Desmond Ricketts
Website	www.bishop-wilson.solihull.sch.uk
Date of previous inspection	5 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England primary school. It is part of the Diocese of Birmingham. The last inspection under section 48 took place in March 2022.
- The school does not use alternative provision.
- The school has a breakfast and an after-school club that is managed by the school.
- The school has a nursery that admits three-year-olds.
- The school has an additional resource centre that supports pupils with complex speech and language needs. Children who attend this provision are on the school roll. However, the local authority manages the unit.

Information about this inspection

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

- Inspections are a point in time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics and geography. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of sessions, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at lessons and samples of work in music and modern languages and PHSE, including the RSE curriculum.
- Inspectors met with the headteacher and extended leadership team, including leaders responsible for SEND, pastoral development and safeguarding.
- The inspectors observed children reading to a familiar adult and reviewed reading resources.
- A wide range of documentation was scrutinised in school and on the website, including the school development and evaluation plan, curriculum plans and minutes of meetings.
- The lead inspector met with a representative from the governing body and spoke to the local authority school improvement partner.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; met with the pastoral, behaviour and attendance lead; met with parents and spoke to pupils.
- The inspectors gathered the views of parents through the online questionnaire, Ofsted Parent View, and the associated free-text comments. They also considered responses to Ofsted's staff and pupil questionnaires as part of this inspection.

Inspection team

Debra Newman, lead inspector	Ofsted Inspector
Patrick Amieli	Ofsted Inspector
Sarah Dukes	Ofsted Inspector

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