

Inspection of a good school: Court-De-Wyck Church School

Bishops Road, Claverham, Court De Wyck Church School, Bristol, North Somerset BS49 4NF

Inspection date:

12 May 2023

Outcome

Court-De-Wyck Church School continues to be a good school.

What is it like to attend this school?

Pupils enjoy attending Court-De-Wyck Church School. They describe the school as a fun and inclusive place to be. Pupils understand how the school's values help them to be respectful, understanding of others, and to never give up. Parents and carers speak highly of the school's family feel, the impact of the new headteacher and the provision for pupils with special educational needs and/or disabilities (SEND).

The headteacher and her staff have high expectations for pupils' behaviour and conduct. Pupils are polite and welcoming. They understand the school rules and follow them well. This starts in the early years. Children sustain their attention, listen carefully to staff and behave well.

Pupils feel safe. Relationships between staff and pupils are positive. Pupils are confident that if fallouts happen, staff will deal with them quickly. There is a calm and purposeful environment in classrooms and around the school.

Pupils enjoy a wide range of clubs on offer to them, such as football, dance and choir. They are proud of the opportunities they have to become eco-warriors, librarians and sports leaders. Pupils say that these roles help them to feel trusted and improve their school.

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

Leaders are ambitious for what all pupils, including those with SEND, can achieve. They accurately understand the school's strengths and areas to develop further. They have created a curriculum that interests pupils. As a result, pupils learn well across most areas of the curriculum.

Leaders prioritise reading. Staff and pupils share a love of reading. Pupils say that reading calms them and excites them, as 'you never know what is going to happen next'. As they move through the school, pupils read a range of texts with increasing accuracy, fluency and expression.

Children begin learning phonics as soon as they start school. They learn and remember new sounds well. Staff benefit from the training they receive to develop pupils' phonic knowledge. Pupils read books that are well matched to the sounds they are learning. This helps them to gain confidence. If pupils fall behind, they receive the support they need to help them to catch up quickly.

Leaders have put in place a well-structured mathematics curriculum. Starting in the early years, staff develop children's mathematical vocabulary well. Children confidently describe patterns in number. Teachers routinely check on pupils' learning in mathematics. They ensure that pupils use their mathematical understanding and knowledge well to solve more complex problems.

Leaders have begun to improve the curriculum in some wider subjects. In history, for example, leaders have identified the important knowledge that pupils need to learn. However, it is too early to see the impact of these changes. Some pupils do not learn as well they could. For example, some pupils find it difficult to remember what they have learned about Ancient Rome. Others struggle to make links between concepts such as invasion and civilisation. This prevents pupils from developing the depth of knowledge they need.

Leaders are ambitious for what pupils with SEND can achieve. Staff know pupils well. This is particularly the case for pupils with social and emotional needs. Individual pupil plans are precise. Staff work well with parents to ensure that pupils are well supported. As a result, most pupils with SEND learn the same curriculum as their peers.

Pupils have positive attitudes towards their learning. They behave well in lessons and during social times. Children in the early years show high levels of independence, are eager to learn, and play well together. They get off to a good start because of this.

Leaders support pupils' personal development well. Pupils understand that a good friend needs to be respectful, kind and trusting. Pupils talk confidently about the importance of treating everyone equally. They develop their sense of character by organising school events, such as a talent show, and raising money for charities.

Governors, including those from the trust, are ambitious for the school. They accurately understand what the school does well and hold leaders to account robustly for their actions. Staff are proud to work at the school. They value the time and support that leaders give them to carry out their roles effectively. They talk positively about the support they receive from leaders, particularly with regards to their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that keeping children safe is everyone's responsibility. They carry out appropriate checks on the suitability of staff to work with pupils. Leaders know their vulnerable pupils and families well. Staff use their training to spot quickly pupils who are at risk. Leaders work well with professionals and other agencies. They follow up any concerns they may have quickly. This ensures that vulnerable pupils and their families receive the help they need.

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

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' work to develop the curriculum in some foundation subjects is new. It is not yet implemented as leaders intend. Consequently, pupils have not yet gained the depth of knowledge that they should. Leaders need to ensure that the curriculum for foundation subjects is implemented fully and effectively so that pupils build the knowledge they need.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in April 2018.

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

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| Unique reference number | 142492 |
| Local authority | North Somerset |
| Inspection number | 10287464 |
| 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 | 135 |
| Appropriate authority | Board of trustees |
| Chair of trust | Nigel Daniel |
| Headteacher | Jo Baker-Brown |
| Website | www.courtdewyck.co.uk |
| Date of previous inspection | 1 December 2020, under section 8 of the Education Act 2005 |

Information about this school

- The school is a Church of England school and is part of the Diocese of Bath and Wells. The last section 48 inspection under the Education Act for schools of a religious character took place in March 2023, where the school was judged to be good overall.
- The school is part of the Diocese of Bath and Wells Multi Academy Trust.
- The headteacher was appointed in April 2022.
- The school does not use any alternative provision.

Information about this inspection

- 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 headteacher, subject leaders, the special educational needs coordinator, staff, pupils, representatives from the local governing body and representative from the trust.

- Inspectors carried out deep dives in the following subjects: reading, mathematics and history. For each deep dive, the 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.
- The lead inspector listened to pupils in Years 1, 2 and 3 read 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.
- Inspector considered the responses to the online survey, Ofsted Parent View. They also took into consideration the staff and pupil surveys.

Inspection team

Ben Jordan, lead inspector

His Majesty's Inspector

Teresa Hill

Ofsted Inspector

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