

Inspection of Bow Community Primary School

Station Road, Bow, Crediton, Devon EX17 6HU

Inspection dates:	4 and 5 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

The school nurtures and celebrates qualities such as resilience and independence among its pupils. Pupils look forward to winning the awards presented in assembly each week, especially the 'Bow-riliant' award for someone who reflects the school's values.

Children in the early years learn well together and from the staff supporting them. They benefit from stimulating resources and lots of access to the outdoors. It is here that children first learn about the school's high expectations and important routines.

Pupils in key stages 1 and 2 are involved in agreeing the rules for each class to follow. Pupils behave sensibly around the school and in most lessons. Some pupils put themselves forward for leadership responsibilities. For example, they may become house captains or take on litter-picking duties, which they take very seriously.

Each summer, pupils of all ages learn to swim in the school's outdoor swimming pool. In the colder months, they sing carols in the village. Individual pupils take a lead in raising money for good causes. Pupils take their learning further afield too. They visit local museums and the Houses of Parliament. All of this helps to develop pupils' knowledge of, and confidence in, the world beyond school.

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

Since the previous inspection, the school has strengthened the early reading programme. Children in the Reception Year get off to a flying start, learning the sounds more quickly than they have in the past. Staff make sure that each child keeps up. They provide effective teaching to address any gaps and help pupils to catch up if they have fallen behind. The school has developed valuable expertise in early reading. Nonetheless, leaders know that there is more to do before all teaching staff can provide effective support for pupils who struggle with reading.

The curriculum and its teaching help pupils to build secure knowledge across many subjects. However, pupils have gaps in their knowledge of subjects that were less well developed in the past. Sometimes, this makes it difficult for them to make sense of new ideas. Teaching does not reliably identify and address these gaps through checks on learning. Where subject curriculums have been developed more recently, the activities chosen for pupils to complete do not help them to focus on the important curriculum content. As a result, pupils do not learn and retain the key ideas as well as they should.

The school makes every effort to ensure that pupils with special educational needs and/or disabilities (SEND) learn and develop successfully. Leaders are proactive in seeking the advice of specialists. They put what they learn into practice, adapting the school and the curriculum to give pupils the best possible experience. Pupils' needs are identified quickly and precisely. As a result, staff understand pupils' difficulties well and provide effective support.

Pupils benefit from strong relationships with staff and from the valuable support that the school provides to many families. Almost all pupils attend well. When pupils join the school mid-year, they are supported to settle in quickly. Their attendance often improves at this school.

Pupils develop positive attitudes toward their learning and take pride in their work. The school motivates pupils to read regularly, continuing this positive habit to the end of key stage 2. It is not typical for pupils to experience disruption to their learning. Occasionally, behaviour in key stage 2 is a little unsettled. This can make it difficult for everyone to get on with their work.

The school teaches pupils how to keep themselves safe, for example, when playing online games or when they are around dogs. Pupils develop their understanding of life in modern Britain, including what it means to put British values into practice. Pastoral care is strong. Pupils learn to talk about their emotions, keeping mentally as well as physically healthy.

The school has undergone a period of rapid improvement. Leaders know there is still more to do to fully embed the improvements they have made, such as to the curriculum. Leaders monitor staff's workload and support their well-being. The school is a harmonious place where everyone works together towards common goals.

Governors are clear-eyed about the school's ongoing plans for development. They act as a critical friend, often visiting the school to speak with pupils and staff about their experiences. The school's determination to be the best it can be for pupils with SEND makes it a valued partner of the local authority. They work together to develop the provision for pupils with SEND in Devon.

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, the curriculum is not taught with sufficient rigour. Activity choices do not focus pupils' attention on learning the most important ideas and applying their knowledge. The school should ensure that teaching helps pupils to acquire detailed knowledge in each subject.
- Teaching does not identify and address the gaps in pupils' knowledge consistently well. This makes it difficult for pupils to build up secure knowledge over time. The school should ensure that the checks made on pupils' learning help to shape what pupils will learn next.

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	113060
Local authority	Devon
Inspection number	10378884
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair of governing body	Erin Blake
Headteacher	Clare Wilmott
Website	www.bowcps.devon.sch.uk
Dates of previous inspection	21 and 22 March 2023, under section 5 of the Education Act 2005

Information about this school

- The headteacher joined the school in April 2022.
- The school currently uses no alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 met with the headteacher, the special educational needs coordinator and four members of the governing body, including the vice chair. They spoke with a representative of the local authority by telephone.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed and sampled pupils' work in English, art and science.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Lydia Pride, lead inspector

His Majesty's Inspector

Demelza Bolton

Ofsted Inspector

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