

Inspection of Bowerham Primary & Nursery School

Bowerham Road, Bowerham, Lancaster, Lancashire LA1 4BS

Inspection dates: 21 and 22 September 2021

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

What is it like to attend this school?

Pupils enjoy belonging to the 'Bowerham family'. They said that this makes them feel cared for and safe. Pupils said that bullying does not happen in their school. If it did, they would trust the staff to sort it out. Parents and carers also reported that leaders and staff keep their children safe.

Pupils know that all staff expect them to behave well. Older pupils set an excellent example to younger pupils. They are extremely sensible and consistently polite. Pupils are welcoming and keen to speak to visitors.

Pupils enjoy holding positions of responsibility, such as school councillors, play leaders and learning champions. They are fully involved in making the school the best it can be. For example, pupils helped to redesign the school uniform, which they said is comfortable. This helps pupils to be active throughout the school day.

Pupils play happily together. They have lots of fun and make full use of the exciting outdoor space. Pupils also enjoy learning inside their vibrant classrooms. They listen attentively to the staff and to each other. Pupils willingly offer their ideas in discussions and take on board the ideas of others. Their positive attitudes to learning help pupils to achieve well.

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

Leaders and staff share a common purpose. They want everyone at Bowerham Primary and Nursery School to thrive. Leaders have decided on the important knowledge they want pupils to know and develop in all subjects. This includes developing pupils' knowledge of the school's locality. Leaders in the early years have designed an exceptionally strong curriculum across all areas of learning.

Leaders have clearly set out the precise order in which pupils will learn key knowledge in most subjects. This helps teachers to build pupils' knowledge securely over time. As a result, pupils remember what they have learned in earlier lessons and in earlier years. In some subjects, leaders have not provided teachers with the same level of guidance. In these subjects, pupils' learning is not as strong.

Staff are well trained to deliver the curriculum. This includes teachers who are new to teaching. Teachers benefit from the expertise and guidance of more senior colleagues. Staff are trained to support pupils to behave well. In all the lessons visited, pupils were too busy with their learning to have any time to misbehave.

Staff know how to adapt the curriculum to make it accessible. This ensures that the curriculum meets the needs of all children, including those with special educational needs and/or disabilities. Teachers check that pupils understand what they have been taught. They provide extra support for any pupils who need it. This stops pupils from falling behind.

Staff immerse children in the early years in a world of stories and books. Adults make story times highly engaging, even for the youngest children. The children start learning about sounds and letters straight away in the Nursery class. By the time they enter their Reception Year, the children are well prepared to learn to read.

Staff are experts in teaching phonics. Pupils practise new sounds by reading books that match the sounds they learn in class. This helps them to develop their reading fluency. Any pupils who fall behind receive support to help them catch up quickly.

Older pupils develop into enthusiastic readers. They can name a range of authors and talk confidently about their favourites. Pupils enjoy reading for pleasure. They say reading 'transports them to another place'. Pupils understand how reading deepens their learning in other subjects, such as history.

Pupils are taught about tolerance and mutual respect. They develop a secure understanding of what is right and wrong. Before the COVID-19 (coronavirus) pandemic, pupils took part in a wide range of activities outside of the school day. Leaders promptly reintroduced these when it was safe to do so. Pupils have a good awareness of how to lead healthy lifestyles. This includes the importance of dental hygiene and regular exercise.

Staff are extremely proud to work at the school. They appreciate that leaders do all they can to support their well-being and work-life balance. Like the pupils, staff feel a strong sense of belonging to the 'Bowerham family'.

Governors understand their roles and responsibilities. They bring a wealth of experience and skills with them. Governors are kept well informed by the headteacher, other leaders and the pupils. They know the school exceptionally well. Governors challenge and support leaders to provide all pupils with a high-quality education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know the pupils and their families very well. They train all staff to spot pupils who may be at risk of harm. Leaders are tenacious in following up any concerns. They ensure that vulnerable pupils, and their families, get the support they need when they need it. For example, leaders share important information with the community safety team in order to keep pupils safe.

Pupils are taught how to keep themselves safe, including when they are online. Older pupils understand what makes a healthy relationship. They know that behaviours such as unwanted touch, grooming and cyber-bullying are unacceptable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not provided teachers with sufficient guidance to enable them to build pupils' knowledge securely over time. Pupils do not know more or remember more of previous learning in these subjects as a result. Leaders should clearly set out the precise order in which pupils will learn and build on key knowledge in all subjects. This will help to ensure that pupils are better prepared for learning in their next phase of education.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	119129
Local authority	Lancashire
Inspection number	10200801
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	494
Appropriate authority	The governing body
Chair of governing body	Joanna Young
Headteacher	Jo Banks
Website	www.bowerham.co.uk
Date of previous inspection	30 January 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a nursery which provides for two-year-old children.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this 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.
- During the inspection, inspectors spoke with members of the local governing body, a representative from the local authority and the senior leadership team.
- Inspectors considered the 80 responses to Parent View, Ofsted's online questionnaire, including 79 comments submitted via the free-text facility. Inspectors also considered the 34 responses to the survey for staff and the 18 responses to the pupils' survey.

- Inspectors observed pupils' behaviour around school, in lessons and at lunchtime.
- Inspectors looked at safeguarding documentation, including the record of required checks carried out on school staff. They spoke with staff to check their understanding of the school's safeguarding procedures. Inspectors also spoke to pupils about safeguarding.
- Inspectors spoke with staff about their workload and well-being.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors carried out deep dives in early reading, mathematics, science, history and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They observed children and pupils reading to a trusted adult.

Inspection team

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