

Bishopswood Infant School

Address: Barlows Road, Tadley, Hampshire, RG26 3NA

Unique reference number (URN): 116035

Inspection report: 2 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Overall, pupils achieve well. They build knowledge and skills over time and can apply what they have learned. This helps them be ready for the next stages of learning. Positive and improving phonics screening check results, including for disadvantaged pupils, reflect this. Pupils with special educational needs and/or disabilities make good progress through the curriculum from their starting points.

Typically, pupils develop the basic skills they need in communication, reading and mathematics. Pupils are increasingly using these skills to help them access and benefit from the school's wider curriculum offer. However, leaders have identified that some pupils have gaps in their writing skills, including correct letter formation. The school is focusing on further developing the teaching of writing across the school to close the gaps some pupils have. Overall, pupils develop their curiosity and build appropriate knowledge across a broad range of subjects. Pupils' knowledge of the curriculum is more detailed in some areas compared to others. Leaders are aware and taking swift and effective action.

Attendance and behaviour

Expected standard 

Leaders prioritise attendance. They have established effective systems to track and respond to any issues with pupils' attendance. As a result of leaders' actions and higher expectations, attendance continues to improve over time. For example, current whole school attendance is above the national average. Persistent absence has significantly reduced over time. Leaders act promptly and adapt support when needed. These approaches help the majority of pupils to attend school regularly. Staff greet parents and carers at the gate every morning and know individual families well. This enables staff to understand any concerns and help reduce any potential barriers to attendance.

Pupils behave well across the school. They understand the school's expectations for their behaviour and the changes to the behaviour policy. Starting in early years, they follow established routines well. This contributes to a calm and orderly environment. There are positive and professional relationships between staff and pupils. Staff ensure that any incidents of discrimination or bullying are dealt with quickly and effectively. Staff promote good attitudes to learning through the embedded school values. These develop habits in pupils to be caring, respectful and thrive together. Staff support pupils, including pupils with special educational needs and/or disabilities, effectively to regulate their behaviour and engage positively in learning.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that is ambitious, coherent and appropriately sequenced. They have a clear understanding of its strengths and areas for development and take suitable action to improve both design and implementation. The curriculum is continually refined in response to pupils' needs. Leaders prioritise developing staff's subject knowledge through targeted training and ensure that teaching takes account of pupils' varying starting points.

Leaders have an accurate view of how well the curriculum is taught. In reading, for example, they have strengthened their understanding of pupils' gaps in knowledge and put appropriate support in place. The school places a robust emphasis on developing pupils' basic skills, and those who need additional practice receive timely support to help them catch up.

Early reading is prioritised, with children beginning phonics as soon as they start school. In most lessons, tasks are well designed and help pupils deepen their understanding. Teachers generally assess learning effectively and address misconceptions. However, the teaching of key writing skills is not yet fully consistent. At times, checks are not precise enough, and errors in spelling and letter formation are not addressed promptly. Leaders are taking appropriate steps to address these inconsistencies.

Early years

Expected standard 

The early years provision gives children a positive and effective start to their education. Leaders have established a clear and ambitious vision, supported by a well-sequenced curriculum that prepares children well for Year 1. Staff know children's starting points accurately and adapt provision appropriately so that all children, including those with special educational needs and/or disabilities, can access learning successfully. Early reading, communication and language, writing and mathematics are prioritised effectively.

The indoor and outdoor learning environments are thoughtfully organised and support children to explore, collaborate and develop independence. Children understand routines and expectations well. They listen attentively during group sessions, manage resources sensibly and cooperate positively with one another. As a result, children feel safe, settled and ready to learn.

Staff engage warmly with children and typically use questioning and modelling effectively to develop vocabulary and support learning. Phonics is taught systematically, and staff demonstrate secure knowledge of early reading development. Most children make good progress from their starting points and are prepared well for the transition into Year 1.

However, the quality of adult interactions with children varies. Although there are some high-quality interactions which extend children's vocabulary and thinking, this is not always the case. Leaders recognise this and are providing training and support to strengthen consistency further.

Inclusion

Expected standard 

The school provides an inclusive environment where all pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, are well supported to succeed. Leaders have clear and effective systems to identify pupils' needs early, ensuring that support is accurately targeted and aligned to individual plans. Close collaboration with external agencies strengthens provision and supports pupils with more complex needs.

Leaders work effectively with staff to adapt the curriculum so that it meets the needs of all learners. Staff benefit from relevant training, which helps them to recognise and respond to

emerging barriers quickly. As a result, most pupils with SEND and those known to social care make secure progress from their starting points. Disadvantaged pupils achieve well and, in some cases, perform better than their peers.

Pupil premium funding is used appropriately to enhance access and improve outcomes. Leaders and governors maintain clear oversight of funding and provision, ensuring that support has a positive impact. Leaders recognise that further work is needed to strengthen consistency in adapting teaching so that all pupils engage fully and achieve as well as they can.

Leadership and governance

Expected standard 

Leaders are determined in their focus on creating a highly inclusive culture that places pupils' best interests at the centre of decision-making. They have an accurate understanding of the quality of education and provision within the school. Leaders work effectively together, know the school's strengths and take a strategic approach to improvement. They identify appropriate priorities to help secure positive outcomes and experiences for pupils.

Leaders demonstrate high standards of professional conduct and act in line with the school's vision of 'caring, respecting and thriving together'. There is a clear ethos across the school and a clear commitment to ensuring that pupils thrive.

Governors know the school well. They understand and fulfil their statutory responsibilities effectively. Governors provide appropriate support and challenge to leaders. However, they do not yet have a sufficiently detailed understanding of the quality and impact of all aspects of the school's work. Systems for monitoring the quality of provision are established and constructive. However, these do not always provide leaders and staff with sufficiently precise evaluative feedback to inform continuous improvement. Leaders and governors are aware, and working together to strengthen this.

Leaders provide valuable professional development opportunities for staff, including those new to teaching. Staff appreciate these opportunities, alongside leaders' consideration for staff wellbeing and workload. Leaders also maintain positive partnerships with the local community. Parents and carers are typically positive about the school.

Personal development and wellbeing

Expected standard 

The school provides a broad and developing offer to support pupils' personal development and wellbeing. A range of enrichment opportunities, including clubs, visits and visitors, enables pupils to extend their experiences beyond the classroom. Participation is increasing, although leaders recognise that disadvantaged pupils do not yet benefit consistently and are taking appropriate steps to address this.

The personal, social and health education curriculum is well planned and inclusive. It ensures that pupils develop the knowledge they need to keep themselves safe, including online, and understand how to manage risk. Programmes are used effectively to develop pupils' emotional literacy and resilience, with learning built progressively over time. Most pupils develop an appropriate knowledge of the personal, social, health and education

curriculum. This includes how to take care of their mental health and wellbeing, and an age-appropriate understanding of relationships.

Pupils develop a secure understanding of diversity, equality and respect. They learn about different cultures, beliefs and lifestyles, which promotes tolerance and helps them build positive relationships. They also develop an understanding of British values and the importance of challenging discrimination. As a result, pupils show respect for one another and contribute to a positive school culture.

Pastoral support is a strength of the school. Staff know pupils well and respond effectively to their emotional needs. Targeted interventions, including support from trained staff, help pupils to regulate their behaviour and build confidence. This has a positive impact on their readiness to learn.

Pupils are encouraged to take on leadership roles, such as school councillors, eco representatives and play leaders. These opportunities help them develop responsibility, independence and teamwork. Overall, the school prepares pupils well for life in modern Britain, although leaders are continuing to strengthen participation and impact for all groups.

What it's like to be a pupil at this school

Pupils are happy and feel safe at this warm and inclusive school. Caring staff greet pupils positively at the start of the day and strong relationships help pupils feel valued and well supported. Pupils know that adults will listen to them if they have worries and are confident that concerns will be dealt with quickly. Staff know pupils and families well and provide effective support when needed.

Behaviour across the school is calm and respectful. Pupils understand the school's expectations and follow routines consistently from the early years onwards. They behave well in lessons and around the school, showing positive attitudes towards each other and their learning. Pupils are polite and cooperative and enjoy taking responsibility through roles such as school council representatives, eco councillors and playtime buddies. Bullying is uncommon. Pupils understand what bullying is and say that staff resolve any issues promptly and effectively.

Pupils enjoy learning and speak positively about their lessons. They are generally engaged in class and work well together. Pupils particularly value practical activities and opportunities to discuss ideas because these help them understand their learning more deeply. They take pride in their work and are keen to share what they know.

Pupils with special educational needs and/or disabilities are fully included in school life. Staff understand pupils' needs well and adapt support carefully so that pupils can learn successfully alongside their peers. Most pupils, including disadvantaged pupils and those with SEND, achieve well from their starting points and are prepared appropriately for the next stage of their education.

Next steps

- Leaders should ensure that planned adaptations and support strategies are implemented consistently across the school, so that provision matches pupils' needs in all classes.
 - Leaders should ensure that curriculum and teaching improvements are fully embedded and implemented consistently, including in the early years, so that all pupils develop secure knowledge and skills across subjects and are well prepared for the next stage of learning.
 - Governors should ensure that they monitor the impact of school improvement actions closely, so that they can evaluate whether strategies are leading to sustained improvement.
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About this inspection

The school is part of the Bishopswood Schools Federation. The chair of the governing body is Josephine Slimin.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following Ofsted's renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, executive head of school, one of the assistant headteachers, the special educational needs coordinator (SENCo), and wider staff. The lead inspector met with governors, including the chair of governors. The lead inspector also spoke with a representative of the local authority. Inspectors spoke with parents and carers, as well as pupils. They also considered responses to Ofsted's surveys.

Inspectors confirmed the following about the school:

The governing body also oversees Bishopswood Junior School. Senior leaders also work across both schools.

The school is also part of the Synergy School Partnership, a collective of 5 Hampshire primary schools, founded by the Bishopswood Schools Federation in 2012. The executive headteacher oversees all schools in the partnership.

The leadership of the school has changed since the previous inspection. The executive head of school took up her post in 2024. The SENCo returned to the school in 2024, after working in specialist provision for a period.

The school makes use of one unregistered alternative provision.

The school offers before-school and after-school provision.

Lead inspector:

Gareth Flemington, His Majesty's Inspector

Team inspectors:

Andrew Foster, Ofsted Inspector

Emma Breckenridge, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 June 2026

School and pupil context

Total pupils

177

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

180

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

10.73%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.69%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

7.34%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	6.1%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	10.7%	13.0%	Close to average
2023/24 (3 term)	11.8%	14.6%	Close to average
2022/23 (3 term)	16.4%	16.2%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard 

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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