

## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>Bishop's Tachbrook C of E Primary School</b>			
Address	Kingsley Road, Bishop's Tachbrook, Leamington Spa, CV33 9RY		
Date of inspection	10 February 2020	Status of school	Voluntary controlled primary
Diocese	Coventry	URN	125657

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgement</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

Bishop's Tachbrook is a primary school with 210 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities has increased and is close to national averages. The headteacher is due to retire at the end of this academic year. In February 2019, Ofsted judged the school to be good.

### The school's Christian vision

Through teaching children what it means to '*Love your neighbour as yourself*' (Matthew 22 v 34-40), we strive to secure the foundations for happy, healthy individuals with the highest aspirations who can live life in all its fullness.

### Key findings

- The school is built on Christian foundations of love for one another. The vision and values are effective and enable pupils and adults to grow and learn together. This is enhanced by a wonderfully rich and creative curriculum.
- There are no 'Lost Sheep' due to exemplary nurture for more vulnerable members of the school community. Leaders are tenacious in pursuing specialist support for those with additional needs.
- Governors know the school well. They rightly acknowledge there is more work to do to reference the vision consistently in their strategic role.
- Partnerships with parents, other schools, the parish and Diocese are positive and exemplify the outworking of the vision.
- Religious education (RE) and worship make important contributions to pupils' and adults' flourishing. Pupils are confident to lead acts of worship, express a wish to extend this role and are ready to do so.

### Areas for development

- Leaders at all levels to embed the vision in policies and monitoring, so members of the school community can readily articulate how they live it out and governors may evaluate its impact.
- Extend pupil leadership of collective worship and so empower pupils to plan and lead acts of worship with greater independence.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### **Inspection findings**

At this point in the long history of Bishop's Tachbrook school, it is fitting to acknowledge the significant impact of the headteacher, as he moves towards retirement. His devoted service is a model of Christian leadership in action. His passion for giving pupils the best possible care and education inspires staff to go the 'extra mile.' The family feel of the school is palpable and testament to leaders' commitment to living out the core Christian values. This school is built on foundations of love. Inspired by Matthew's gospel, the vision supports the daily life of the school. This is less confidently articulated by pupils and parents who are more familiar with the established Christian values, such as perseverance and kindness. Their relevance to everyone's lives is best seen by pupils being awarded coloured beads for showing that value. Pupils would like to explore new values as they have been in place for several years. This demonstrates the desire to deepen their understanding of how values may support their lives and learning. Governors know the school well. Their support and monitoring are not explicitly referenced to the vision. However, improvement plans reflect a clearer focus on developing the school as a Church school. The incumbent is a treasured member of 'Team Tachbrook.' Daffodils to flower as a cross were planted as a surprise for her! She provides both practical and prayerful support and reminds governors to consider the Christian foundations in their strategic decisions. This is seen in the creative way wrap around care is provided and how the extensive grounds are utilised to enrich the curriculum.

Ensuring pupils are happy and healthy is a priority. A culture of wellbeing, underpinned by the vision, means pupils and staff live well together. As a result of exemplary pastoral care, several pupils and adults have been upheld to meet challenges in their lives. A strong sense of nurture and of embracing all, regardless of background, is key to the success of this school. Staff are tireless in their pursuit of specialist support for more vulnerable pupils. There are no 'Lost Sheep'. Countless acts of kindness enable all ages to feel safe and secure and so able to focus on their work. Attendance, behaviour and academic progress for most pupils are good. This is particularly so for pupils who join the school from elsewhere. Exclusions are rare and staff work with parents to resolve issues and reintegrate any pupil who has displayed unacceptable behaviour. Innovative work, for example, the lunchtime nurture group, is effective. As one pupil explained, 'I get help when there is a volcano in my tummy.' Recognising the need for good emotional health is a significant strength of the school. Staff are excellent role models for this and provide genuine care for each other. This is modelled by the headteacher, ably supported by the deputy. Staff wellbeing is of paramount importance. The offer of confidential counselling for staff is very much appreciated.

Staff skilfully provide high quality learning experiences which raise pupils' aspirations. Stunning artwork adorns the walls and pupils clearly love the subject. Music too is central to the life of the school. The school prayer, set to music, unites the school community at worship. Yoga sessions provide time for reflection as well as contributing to physical health. Parents affirm how the school encourages pupils' interests and talents. One parent said, 'This school is not just a place of education, here the whole child matters.' Opportunities for spiritual development occur across the curriculum. Staff are developing a shared language and better understanding around this. RE makes an important contribution to academic progress and personal development. Pupils are confident to talk about the main features of different religions. The subject develops their thinking skills and knowledge of Christianity. Considering work on Exodus, a pupil said, 'Moses proved he was following God.' The RE coordinator leads colleagues exceptionally well so that planning and assessment are effective, and pupils make good progress.

Partnerships demonstrate the vision of loving your neighbour. Providing space for a privately-run nursery, exemplifies leaders' commitment to the community. School services in the parish church are a highlight of community life. The school contributes to a range of charities and organisations. The choir enlivens and entertains the community café. Pupils grow, make and serve food at the annual food festival. Pupils chose to raise funds for Guide Dogs for the Blind, knowing the difference a dog makes to their own community. Until 2019, the headteacher served as chair to the 'consortium' of fifteen local schools. These links exemplify how the school is outward facing and keen to share its life with, and learn from, others. Pupils are empowered to think of those in need and of how they might help.

Collective worship matters. As one said, 'It makes me calm and I like hearing about Jesus and the world God created.' Worship reinforces the strong community feel. Adults and pupils enjoy reflecting on the chosen values. A range of Anglican traditions of worship are used. Singing is tuneful and lively. Pupils are regularly invited to pray or reflect, as they wish. Older pupils regularly lead aspects of worship, such as readings and prayers. Pupils have more limited opportunities to plan and lead worship, independent of adult support. Worship is made relevant to current events as well as celebrating the main festivals in the church year. Creative worship, including the outdoor Easter trail, demonstrates the positive impact of the incumbent on the spiritual life of the school. One pupil asked, 'Could she come more often?' It is clear that collective worship is a living expression of the vision of love.

This is a time of transition for the school. Governors are working with the Diocese to recruit a new headteacher. Governors are determined that the Christian character of the school informs the recruitment process. Bishop's Tachbrook is well-prepared to build on its strong foundations, expressed through its Christian vision and values.

Headteacher	Andy Brettell
Inspector's name and number	Allyson Taylor 768