



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

Bishop's Tachbrook Church of England Voluntary Controlled Primary School

Address:

Kingsley Road
Bishop's Tachbrook
Leamington Spa
CV33 9RY

Previous SIAMS grade: Satisfactory

Diocese: Coventry

Local authority: Warwickshire

Date of inspection: 16th January 2015

Date of last inspection: January 2010

School's unique reference number: 125657

Headteacher: Andy Brettell

Inspector's name and number: Rosemary Privett 321

School context

Bishop's Tachbrook is a slightly smaller than average primary school on the outskirts of Leamington Spa. Most pupils are White British. The proportion of pupils eligible for pupil premium funding is below that found nationally. The proportion of pupils from minority ethnic groups, or who speak English as an additional language, is well below average. Since the last inspection the school buildings and its grounds have been developed creatively to improve the learning experiences for all pupils.

The distinctiveness and effectiveness of Bishop's Tachbrook as a Church of England school are good

- The headteacher promotes a clear Christian vision. This is lived out in strategies which ensure everyone has the best support in their learning and personal development.
- All pupils know the school's core Christian values and are successfully encouraged to apply them to their learning and living.
- The mutually supportive links between the church and school enable its distinctive character to grow and develop.

Areas to improve

- Develop robust systems to enable governors and other stakeholders to monitor and evaluate the effectiveness of the school as a church school.
- Develop ways in which pupils can engage in high quality experiences across the whole curriculum in order to develop a personal spirituality.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school's core Christian values are made explicit and deeply embedded. The headteacher, staff and governors lead by example in expounding these gospel-based values ensuring children are loved, motivated and feel respected. Consequently, pupils learn in a safe and secure environment where they are taught to reflect on their own attitudes and conduct. They have the humility to listen to guidance, recognise their own shortcomings and understand what it is to forgive and be forgiven. This creates an extremely positive climate for learning that is the basis for their good academic progress and wellbeing. The values, which include forgiveness, respect and responsibility are very important to pupils. Values tree displays and posters are a constant reminder of what is important to the school. The school's rewards system is also closely linked to the values. The 'value beads' given when pupils display one of the values, such as forgiveness, are greatly prized. As a result, the behaviour of learners is of the highest standard. Relationships between all members of the community are excellent and consistently attributed to the Christian character and values of the school. Parents see them as, 'the icing on the cake' making the school, 'a better place to be.' Pupils develop a strong sense of social responsibility seeing their many charitable fundraising activities as a way of serving others. Attainment is better than in schools nationally. There are robust strategies to deal with attendance. These are applied with sensitivity and compassion. This approach helps attendance remain consistently high. A very strong emphasis is placed on meeting the needs of vulnerable pupils. The progress seen in their academic achievement and behaviour is testimony to the high quality of teaching, pastoral care and compassion given to all. Pupils' spiritual development is supported through collective worship, well planned reflective areas in classrooms, art and initiatives such as Forest Schools. Pupils' social and moral development is well supported through their roles as buddies and initiatives such as the 'taking care project.' Experiences that help pupils to reflect and explore big questions within other aspects of the curriculum are currently underdeveloped. Pupils enjoy religious education [RE] and recognise its importance in their lives. Parents value the way in which pupils from other cultures and faiths are enabled to share their experiences and beliefs with others through RE and topic work. This, together with a link with a school in Sri Lanka, helps pupils to encounter those with different needs and cultures. Consequently the contribution RE makes to pupils' spiritual, moral social and cultural development is good.

The impact of collective worship on the school community is good

Well-planned and creative acts of worship have a place of major importance in the life of the school. Pupils enjoy it because themes are relevant and help them to make meaning. In this way it supports their spiritual development. Strong links with the parish church ensure that the Anglican tradition is upheld and celebrated. Pupils enjoy the times when the vicar leads worship in school each week and when she helps them to lead it in church. Through these links pupils have a good understanding of the cycle of the church year and the meaning behind major Christian festivals. Through the regular use of biblical material, pupils have a good understanding of the life of Jesus. A parent said of an Easter trail linked to worship, 'this is not what I thought it would be, it's a real experience of the Easter story which makes sense to children.' Reference to God as Father, Son and Holy Spirit is made on occasions but children find it difficult to explain its significance. Children recognise the value of worship and respond positively. They particularly enjoy the weekly 'commendation' worship where pupils' achievements are celebrated with the whole school community. Through worship, they are developing an understanding of the meaning and purpose of prayer. They value the times for silent reflection saying that it is a time to, 'stop, think and be with God.' Since the last inspection a prayer box has been introduced. Through this, pupils value writing their own personal prayers which are shared regularly in the act of worship. Parents appreciate the way in which the school ensures worship is an inclusive experience for all pupils including those of other faiths. Sometimes pupils lead special acts of worship in the church and assist in acts of worship in school. The school has correctly identified that opportunities for them to plan and

lead significant aspects of worship on a regular basis are limited. The impact of worship is monitored and evaluated by adults. However, the school recognizes that pupils are not involved deeply enough, in this monitoring process.

The effectiveness of the leadership and management of the school as a church school is good

Since the last inspection, a clear vision rooted in Christian values, has grown and developed. Through the effective leadership of the headteacher, this vision is now understood and embraced by all members of the school community. The nurturing ethos of all senior leaders ensures that this is an effective and inclusive school, promoting pupils' spiritual development and academic achievement. The interests of the children are at the heart of everything they do. The staff team, including their professional development needs, are supported well by an able and committed team of governors. RE and collective worship meet statutory requirements and the coordinators are well supported. As a result of this support, the recently appointed RE coordinator has developed her subject responsibility. She has introduced systems to raise the profile of the subject and monitor its effectiveness. They are already having an impact on teaching and learning. The headteacher and senior management team know the school well and have effective strategies in place to check on its overall effectiveness. Regular classroom visits and discussions with pupils help governors monitor developments of the school as a church school. They learn how the values are understood and lived out. In-depth evaluation of the school as a church school is less robust and lacks strategic direction. Opportunities for parents and pupils to share views on the school as a church school are currently undeveloped. Through roles as Learning Ambassadors and activities such as the writing of a behaviour guide, pupils develop their own leadership skills. Links with the parish church enable the school's vision to grow and develop. Pupils visit the church regularly for services and to support work in a variety of subjects. They regard the church as, 'our church!' Parents are impressed by the inclusive nature of these visits. They see them as helping their children to see the church as a welcoming place as well as developing their understanding of Christian worship and practice. The chair of governors is also the incumbent. Her strong presence is greatly appreciated. The school and its parents benefit from her spiritual and pastoral leadership. A strong sense of partnership has been developed between the school council, the church and village organisations such as the parish council. Through joint planning activities, children live out the school's values whilst leading aspects of school and village development.

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