

Bishops Tachbrook CofE Primary School

Kingsley Road, Bishops Tachbrook, Leamington Spa, CV33 9RY

Inspection dates 9–10 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and deputy headteacher form an effective senior team who have managed and created an improving school where the teaching and pupils' achievement are good.
- Governors hold senior leaders to account with their detailed knowledge and understanding of the school and its practice.
- Behaviour in and around school is good. There is a very strong community spirit. Pupils get on extremely well together in an environment where they love coming to school.
- Pupils and parents strongly agree that school is a safe place. Safeguarding arrangements meet all requirements.
- Teaching is good because teachers know their pupils well. They carefully track their progress to ensure that they make good progress.
- The attainment of pupils is above that found in schools nationally.
- In Reception, staff have strong links with parents. Children get off to a good start, making good progress. When they start Year 1, they are well prepared for the requirements of the National Curriculum.
- The curriculum is effective in making pupils enthusiastic learners. Wider opportunities – for example, to represent the school in sports – are enthusiastically grasped by pupils.
- Pupils' spiritual, moral, social and cultural development is good. Art and music permeate the school. Pupils are supported strongly in becoming active members of the school and wider community. This prepares them well for life in modern Britain.
- Support and training for the professional development of staff by school leaders helps the school to address its identified priorities for development. It also enables staff to improve their personal expertise. This contributes well to making this an improving school.

It is not yet an outstanding school because

- Subject leaders do not give Reception staff enough support or guidance to help them monitor children's phonic skills or ensure that more effective use is made of staff to challenge the most able children.
- Not all teachers' marking complies with the school's policy and expectations, so a few pupils are not fully supported to achieve their potential.
- The most able are not always fully challenged, reducing the numbers reaching the highest levels.

Information about this inspection

- Twelve lessons were observed, three of them seen jointly with the headteacher.
- Meetings were held with school leaders, the teacher responsible for the Early Years Foundation Stage, the Chair and other members of the Governing Body, and a representative of the local authority.
- The views of parents were gathered from the 61 returns to Ofsted’s Parent View online survey.
- The views of staff were gathered from responses to the staff questionnaire and from discussions held throughout the inspection.
- Inspectors talked to pupils frequently throughout the inspection and met a group of representative pupils in order to ensure that their views were fully taken into account.
- Inspectors looked at pupils’ work during lesson observations and undertook a more detailed scrutiny of books to check work across each year group. A group of pupils was heard reading and case studies were undertaken to look at the progress of specific pupils.
- A range of written documents were looked at, including information on the progress of pupils, teachers’ planning and marking, the school’s self-evaluation and improvement planning, and a range of policies and procedures, including those for safeguarding.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

Elizabeth Buckingham

Additional Inspector

Full report

Information about this school

- Bishops Tachbrook is smaller than the average-sized primary school.
- Reception children attend the school full time.
- Most pupils are White British. The proportion of pupils from minority ethnic groups, or who speak English as an additional language, is well below average.
- The proportion of disabled pupils and those who have special educational needs is around one in seven, which is in line with the national average.
- The proportion of pupils who are known to be eligible for support from the pupil premium is below that found nationally, at around one in 10. This is additional funding for pupils known to be eligible for free school meals or who are in the care of the local authority.
- The school meets the government's current floor standards. These represent the minimum standards of attainment and progress in reading, writing and mathematics.
- There is a pre-school provision based in the school, but it is not controlled by the governing body. It has been inspected separately by Ofsted.

What does the school need to do to improve further?

- Develop the Early Years Foundation Stage further by giving more leadership support to help its staff to:
 - create more effective monitoring of the impact of phonics, and in developing the skills of the most-able children
 - fully utilise the skills of staff and create a team that always implements challenging tasks that stimulate learning for the children
 - gain opportunities to observe best practice in outstanding Reception classes.
- Ensure that all teachers' marking and assessment gives clear advice to pupils on how to improve their work and make progress towards their learning targets by:
 - consistently applying the school's agreed marking and assessment policy
 - ensuring that monitoring leads to improved marking that is then sustained over time.
- Throughout the school, ensuring that the most able pupils are fully challenged and supported in their learning so that the largest possible numbers reach the highest levels in the national tests in Year 2 and Year 6.

Inspection judgements

The leadership and management are good

- Senior leaders set high standards and lead by example. The vision of the school is based not only on seeking constant improvement but also on implementing clearly stated values. These are displayed around the school, and leaders provide a good model for the whole school community.
- The school is well prepared for new approaches to assessment without National Curriculum levels. The proposed method will continue to produce clear information for measuring the progress being made by each pupil over time.
- The range of subjects and topics taught in class not only reinforces the effective teaching of English, mathematics and computing, but also enthuses pupils so they develop a love of learning. Care is taken to ensure that pupils of different abilities are equally able to access the learning. This means that disabled pupils and those who have special educational needs, as well as disadvantaged pupils, are able to learn and make good progress.
- The pupil premium is used mainly to provide additional staffing to give specific support to individuals who qualify. This enables them to make accelerated progress which is narrowing the gap in attainment between disadvantaged pupils eligible for the pupil premium and others across the school.
- There are many opportunities for pupils to participate in a range of activities that enhance learning. These often reinforce the extremely effective support for pupils' spiritual, moral, social and cultural development. The excellence of art and music, for example, is reflected in the recent display of pupils' work at the National Gallery and the opportunity to perform in a musical concert in Coventry Cathedral. At the same time, pupils get on extremely well together and show great maturity in their social relationships.
- There are good opportunities for pupils to help the school and wider community in the locality, which they respond to enthusiastically. They respect each other and value the school to which they belong. In this way, they are being prepared to become positive members of society. They appreciate British democratic traditions which respect the views and beliefs of others.
- The additional funding for sport and physical education has been used extremely well. Specialist coaches have supported teachers in developing their confidence and expertise; in teaching swimming, for example. At the same time, they have created many more opportunities for participating in a range of sports. It is rare for a pupil to leave without having represented the school in some capacity.
- The school's self-evaluation is detailed and thorough, with staff and governors being involved in its compilation. It ensures that the school targets areas for development that are focused on raising standards.
- Monitoring undertaken by senior leaders is detailed and thorough. There is a published diary for class observations and for checking planning and marking. This supports a very effective and supportive appraisal system that sees staff being set challenging annual objectives that link to pupils' achievement and progress. It remains the case, however, that some inconsistencies remain in the application of the school's marking policy.
- The roles of the subject leaders are carried out efficiently but are still developing. For example, there are inconsistencies in monitoring provision, leading staff training and modelling good practice. This means that the teacher and other staff in the Reception class, for example, are not fully monitored in their delivery of phonics (the knowledge of letters and the sounds they represent). Similarly, leaders do not do enough to ensure that the team of adults in Reception are always fully stretching the most-able children and supporting them by providing opportunities to see outstanding practice in other schools.
- The school is committed to promoting equality of opportunity and tackling discrimination. However, the

most-able pupils are not fully stretched on all occasions.

- Links with parents are very strong, creating an effective learning partnership that supports pupils' rising achievement. The responses to the Parent View survey were very positive.
- There are equally positive links with a range of other professionals and agencies that support pupils and their families; for example, in creating strong safeguarding systems. Safeguarding procedures are very robust and fully meet legal requirements.
- Arrangements for pupils joining the school, either in Reception or at any other time, and for preparing them for the move to secondary education, are detailed and supportive.
- The local authority, aware of the fact that this is a good school, provides little support. It has, in some key areas, helped the school to improve since its last inspection, such as in the provision of training to support the professional development of staff and members of the governing body.
- **The governance of the school:**
 - The quality of governance is of a high standard and the governing body carries out all its statutory responsibilities well, including those for safeguarding. Individual members bring a range of relevant expertise that enables the governing body to challenge senior leaders and to focus on the drive to become an outstanding school. They have a strong grasp of performance data. Governors have a detailed view of what is going on in school through regular visits and meetings with senior and subject leaders, and visits to classes and events. They report these to parents through the school's website. They have a good grasp of funding and know in detail how the pupil premium is used. They also have a clear understanding of its impact in raising the attainment of disadvantaged pupils. Governors ensure that the sports grant is used well, and they have brought one of the sports coaches onto the government body to oversee this. Governors have a good understanding of appraisal and the link between teachers' pay and their performance, and the procedures for improving teaching. They set challenging objectives for the headteacher, which are monitored carefully.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are enthusiastic learners who enjoy school, forming strong relationships with each other and with staff. Behaviour is equally good in lessons and around the school, in the playground and in the hall, during breakfast club and lunchtime.
- Behaviour is equally good across all years and groups of pupils. There is a very positive ethos and pupils are happy to subscribe to it. It supports them making good progress in lessons because any low-level disruption is rare.
- Pupils understand the value of positive attitudes and they take pride in their work. They are eager participants in a wide range of activities, seeking to play a positive role in the life of the school and its local community. There is an expectation that, by the time they leave, all pupils will have had the opportunity to represent the school in some way.
- Bullying is covered in lessons and pupils understand what it is in its various guises, including that based on prejudice. The importance of e-safety is emphasised to pupils and their parents as part of the wider excellent provision for computing. Pupils say that there has been the odd case of bullying but that it has always been dealt with firmly but fairly. This is confirmed by the school's bullying log book.

Safety

- The school's work to keep pupils safe and secure is good. Parents and pupils alike strongly agree that the school is a safe place where very positive relationships are fostered.
- Arrangements for safeguarding are robust, including detailed risk assessments for activities that take place

within school or out on trips and visits. It also covers checks on visitors to the school, including those who come to speak to pupils. Care is taken to ensure that extremist views cannot be promoted.

- Attendance is high, above that generally found, and exclusions are extremely rare, which reflects the enjoyment pupils get from going to school.

The quality of teaching is good

- Teachers and their teaching assistants form strong teams in each class, and this underpins the pupils' good learning, progress and achievement. They track the progress of their pupils carefully, and each term they hold a meeting with a senior leader at which they discuss the progress of every pupil they teach. Those pupils found not to be making expected progress receive carefully planned additional support that enables them to catch up.
- Teachers plan their work carefully. This enables disabled pupils and those who have special educational needs, and those who attract the pupil premium, to make good progress from their individual starting points. The strong support they receive enables these two groups, including some pupils with quite severe learning difficulties, to be active members of their class and to make progress in line with, or better than, their classmates.
- Teachers have high expectations and help their pupils to become skilled readers, writers and mathematicians. Because they know well their pupils and the progress they are making, teachers are successful in supporting the good progress seen throughout the school. The school is starting to enhance the provision it makes for its most able, such as bringing in a specialist teacher to work with Year 6 pupils who have the potential to reach Level 6 in mathematics. However, there remain occasions when the most able are not fully stretched and so not enough reach Level 3 at the end of Key Stage 1 or Level 5 at the end of Key Stage 2.
- The frequent good use of questioning, not only enables teachers to know that pupils understand their work, but also stimulates very good discussion. Pupils' positive behaviour is reflected in the way they listen to and respect the views of others in discussions. As a result, pupils are generally very engaged, supporting the strong learning environment throughout the school.
- There is a very clear marking policy but, occasionally, it is not used effectively by teachers. This means a few pupils do not always know how to improve their work and move towards reaching their challenging learning targets.

The achievement of pupils is good

- Pupils start Year 1 with skills in line with or a little above those generally found. They make good progress and, in recent years, by the end of Year 2, their attainment has been above average. The proportion whose progress and achievement are above that expected in reading, writing and mathematics is good, although achievement is strongest in reading. By the time they leave at the end of Year 6, standards are above those found nationally. For example, standards reached by boys in their reading are well above those found nationally.
- Reading is a particular strength of the school. In the most recent national phonics screening check, conducted at the end of Year 1, the vast majority of pupils reached the expected standard. This was well ahead of the results found nationally. Pupils' reading skills support their progress across other areas of learning, and pupils demonstrate a wide range of skills in reading, writing, communication and mathematics.
- Last year, pupils' attainment dipped a little because the most-able pupils did not make as much progress as they could. This is because staff do not always set them work at the right level of difficulty. There was also an increased number, girls in particular, who were disabled and had special educational needs. This was a major reason for the decline in attainment in 2014.

- Pupils who receive support through the pupil premium make good progress because the additional funding is carefully targeted. Additional staffing enables specific help to be given that helps them to narrow their gap in attainment with the other pupils. In 2014, the numbers in Year 6 who qualified for the support was below the figure at which attainment is reported.
- Carefully managed additional support for disabled pupils and those who have special educational needs enables them to make good progress. Individual education plans, monitored termly, contain targets against which progress can be measured. A range of additional support, including targeted specific programmes delivered by teaching assistants, reinforces this accelerated progress.
- The school monitors the performance of different groups of pupils, including those from minority ethnic backgrounds and those who speak English as an additional language. Evidence shows that there is no significant difference, as all make good progress.

The early years provision

is good

- Information is gathered from the different settings from which children come to Reception and from their parents when they first start school. Evidence about the range of skills that each child has is then gathered over their first three weeks. All of this evidence shows that starting points are typical of those found nationally.
- Over the course of the Reception Year, children make good progress from their starting points. By the time they reach Year 1, they demonstrate levels of key skills that mean they are well prepared for Key Stage 1.
- Resources have improved since the last inspection, with newly built indoor and outdoor areas supporting effective learning. Children become enthusiastic learners, supported by good teaching, and staff take care to monitor each small step of progress.
- Children are very happy and get on well together, developing good social and play skills. Their good behaviour shows they feel safe. This supports good progress in their physical and emotional health, and their spiritual, moral, social and cultural development. Safeguarding arrangements are robust.
- The school rightly feels that it is now better in the early identification of disabled children, those who have special educational needs and those who might be more able. Targeting these children enables them to make good progress and enables appropriate links to be made with other agencies. At times, there is not enough support for the teacher and teaching assistants from middle management to help Reception staff develop their skills. For example, in helping them to monitor the effectiveness of phonics teaching, or in ensuring that, when challenging opportunities are created for children, all the staff know how to fully stretch their learning.
- Staff do not at the moment get enough opportunities to observe outstanding practice in other schools that would help them to further develop their own skills.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125657
Local authority	Warwickshire
Inspection number	448563

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Elaine Scrivens
Headteacher	Andy Brettell
Date of previous school inspection	8 December 2009
Telephone number	01926 426020
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