

Bishops Itchington Primary School

Ladbroke Road, Bishops Itchington, Southam, CV47 2RN

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.

- Leaders and managers have an accurate view of the school's effectiveness and are improving the quality of teaching.
- Teaching is good. Most staff make good use of assessment information to inform their planning.
- Pupils have a very positive attitude to their work. They are very enthusiastic about their learning.
- Pupils make good progress to reach average standards at the end of Key Stage 2.
- Children make a good start to their learning in the Early Years Foundation Stage because teachers plan well to meet their needs.
- Pupils behave well. Bullying is rare. Pupils feel very safe.
- Staff know pupils well and give great emphasis to their happiness, well-being and safety.
- Governors are effective. They are rigorous in their approach, providing both support and challenge to hold the school to account for its performance.
- Subject leaders are working well to develop the wider curriculum so that pupils have a broad experience of many subjects. Whole-school topics energize the whole school community by enabling pupils, staff and parents to learn together.
- Pupils' spiritual, moral, social and cultural development is promoted well and this contributes to the highly positive atmosphere that welcomes and cares for all.
- Parents hold the school in high regard and are very positive about the quality of teaching and care.

It is not yet an outstanding school because

- New subject leaders have not had the opportunity to check the quality of teaching and pupils' progress across their subject areas.
- Pupils do not always use their knowledge of phonics (the sounds that letters make), spelling and punctuation accurately in their written work.
- In some classes, teachers do not expect enough of the least-able pupils to help them make the best possible progress by themselves, particularly in writing.
- Pupils do not always act on teachers' comments in marking and improve their work.

Information about this inspection

- The inspector observed teaching and learning in seven lessons, of which one was observed jointly with the headteacher. In addition, the inspector made a number of shorter visits to lessons.
- The inspector held discussions with school leaders, staff, governors and a representative of the local authority.
- The inspector observed the school's work and looked at documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. He heard groups of pupils reading and spoke with pupils about behaviour and the safety arrangements at the school.
- The views of 38 parents were analysed through the Parent View website. In addition, inspectors spoke with parents.
- The views expressed by the 16 staff who responded to the staff questionnaire were also considered.

Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Almost all of the pupils are White British.
- One pupil in seven is disabled pupils or has special educational needs. This is below the national average.
- One pupil in six is supported by the pupil premium, which provides additional funding for disadvantaged pupils. This is below the national average.
- The Early Years Foundation Stage consists of one full-time Reception Class.
- A pre-school shares the same school site but this is not managed by the school's governing body and is subject to separate inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The Chair of the Governing Body was elected in September 2014.

What does the school need to do to improve further?

- Improve teaching by ensuring that:
 - expectations for the least-able pupils are equally high in all classes
 - pupils are given opportunities to write at length in a range of subjects without adult support
 - pupils use their phonics, spelling and punctuation skills accurately in their writing
 - pupils act on the teachers' written guidance and improve their work.
- Strengthen the capacity for improvement by developing the leadership skills of teachers who are taking on new responsibilities for leading subjects and other aspects of the school's work and allowing them the opportunities to observe teaching and learning in their areas of responsibility.

Inspection judgements

The leadership and management are good

- The headteacher is ambitious for the school and has a clear understanding of its strengths and areas that need to be improved. He has high expectations of pupils' progress and behaviour and this is communicated well to staff so that all work together to achieve these aims.
- The quality of teaching is monitored regularly. The school has put in place effective performance management systems. These are directly linked to the quality of teaching, pupils' progress and the national *Teachers' Standards*. Leaders and governors ensure that teachers' pay rises are directly dependent on pupils making good progress.
- The headteacher has acted decisively to tackle some weaknesses in the teaching which led to underachievement in 2013. This intervention halted the decline and achievement has improved rapidly.
- There are rigorous checks on the progress of each pupil. Staff provide extra support where there are any concerns.
- Additional money to improve pupils' participation and ability in sport has been used well. Working alongside sports coaches has developed teachers' confidence in the teaching of physical education. As a result, pupils take a more active part in a wider range of sports during school time, in after-school clubs and in competitions between schools.
- Pupil premium funding is used to good effect to support the small number of disadvantaged pupils. As a result, they make good progress during their time at the school.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. It is embedded in the school's values, beliefs and subjects taught so that tolerance and other British values are promoted well. Assemblies and art displays around the school provide opportunities for pupils to reflect on and consider important values; for example, recycling, tolerance, cultural differences and respect for life.
- The curriculum is organised around various themes which provides good opportunities for promoting pupils' reading, writing and mathematical skills. It is enriched through a range of educational visits, inviting visitors into the school and whole-school topics; for example, First World War and North American Indians. The school further enhances pupils' experiences by providing art weeks, themed days, residential visits and a high number of clubs. The use of the school grounds for gardening, Eco-school activities and events such as concerts, and strong links with the village, develop the community aspects of the school well. During the inspection, a local artist was working with pupils on making a clay collage on the village's involvement in the First World War.
- There is strong emphasis on valuing others and their cultures so that pupils are well prepared for life in modern Britain. This ensures that good relationships are promoted successfully. The school also ensures equality of opportunity and that there is no discrimination.
- The school's child protection and safeguarding systems are effective and meet all statutory requirements. There are robust systems for checking pupils' attendance closely and providing extra help to those pupils who may need it.
- The school has clear guidelines for behaviour. The school works well with parents to ensure that these are consistently enforced. Consequently, pupils' behaviour is good.
- The correct priorities for improvement have been identified in the school development plan and there is clear information about what actions are being taken to ensure that improvements are being made. Progress towards achieving objectives is regularly checked by leaders and governors. Leaders' prompt and effective response to lower achievement in 2013 shows their capacity for further improvement.

- New subject leaders and the special educational needs coordinator have not had opportunities to contribute to the raising of standards by checking pupils' progress and improving the quality of teaching in their subject areas. Their knowledge of school data is limited.
- The school works well with a range of schools in the local cluster for checking the accuracy of teachers' assessments of pupils' work, teacher training, and for developing assessments for the new curriculum.
- The local authority gives good support to the school through regular visits and this helps to confirm the accuracy of the school's own view of its effectiveness.
- **The governance of the school:**
 - Governors combine analytical skills with seasoned experience. They have a good understanding of how effective the school is when compared to schools nationally. The governing body knows the school well. It uses the school's own information about pupils' progress and attainment to ask challenging questions in order to promote further improvement. It is well informed about the quality of teaching and how this is used to make pay recommendations. Members know how the extra funding for disadvantaged pupils and the sports funding are being used and know about the impact that these are having on the progress of pupils. The governing body makes use of a range of courses to improve its knowledge to better support and challenge the school. It checks to make sure that safeguarding arrangements are effective.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. In almost all lessons, pupils concentrate well, showing positive attitudes and a readiness to learn. Most pupils, staff and parents feel that behaviour is good in school.
- 'Learning behaviours' are regularly referred to in lessons, in classroom displays and assemblies. Pupils are helped to reflect and think deeply about current issues and their learning. Pupils confirm that this approach has helped them concentrate on learning.
- Pupils understand and support the school's behaviour code. They like the rewards they get for good behaviour and work.
- Pupils move around the school calmly and in an orderly fashion. However, behaviour at lunchtimes is not always as strong as at other times of the school day. Pupils say that they are confident that teachers will always deal effectively with any problems.
- Pupils enjoy taking responsibilities. Roles such as buddies, school councillors, eco-committee members and monitors have a good effect on their personal development. A Reception child said, 'When I first started school, my buddy helped me a lot and she still listens to me read.'
- Pupils new to the school are quickly integrated into the life of the school and community. Provision for pupils' welfare, including their personal, social and emotional development, is a strength of the school.
- The school is highly inclusive. A parent said, 'Staff go the extra mile' to support pupils.' For example, the school manages very well the challenging behaviours of a few pupils with behavioural difficulties. The pupils benefit from individual attention and support so that their behaviour improves as they move through the school. Strong links with other educational and health professionals ensure timely additional support.
- The attendance of pupils is above average and is improving because it is well monitored.

Safety

- The school's work to keep pupils safe and secure is good. Risks are fully assessed and a high priority given to keeping pupils safe, both on and off the school site. Access to the school is secure and staff are

carefully checked prior to appointment.

- Pupils learn how to keep themselves safe, whether on the road or using the internet. They understand cyber-bullying and know what to do if they feel uncomfortable when online.
- There is very occasional name-calling for the school to deal with. Pupils cannot recall any incidents of racist comments. They say that most pupils get on well together. They report that incidents of bullying, including prejudice-based bullying, do not occur. They have confidence in staff that, should any incident occur, it would be dealt with swiftly. Pupils say that staff check carefully that pupils do not use derogatory language or say unkind things about individuals and groups who may be different to them in some way.
- Pupils are confident they are safe in school. They say they know what to do if they feel worried, and that they are confident staff would resolve any problems quickly. Older pupils take responsibility for those younger than themselves.
- Particular staff are trained to support potentially vulnerable pupils. Good use is made of outside expertise in helping pupils to recognise when their anxiety levels are rising, and to manage them. Pupils appreciate the 'calm area' and see it as a place they can go to for reflection time.
- Virtually all parents responding to the online questionnaire think their children are happy, safe and well looked after at school. Inspection findings endorsed these views.

The quality of teaching

is good

- Pupils' books and rates of progress show that teaching is typically good over time. Teachers have good subject knowledge and expertise. They use these effectively to provide a wide range of activities that promote pupils' literacy and numeracy skills well.
- Staff have established a calm and orderly learning environment which helps pupils to make good progress. Displays are used well to celebrate pupils' work and to support or extend learning.
- Where learning is best, teachers ask probing questions to make pupils think carefully. This helps pupils to learn well because they are able to share and develop their ideas. For example, in Year 5/6 mathematics, pupils were confident in challenging themselves to complete line graphs and the demanding questions set. When they encountered difficulties, they discussed their ideas, which gave them the opportunity to use mathematical language.
- The high priority given to the teaching of how letters link with sounds (phonics) ensures that pupils read well throughout the school. Younger pupils demonstrate that they can read with good understanding, and older pupils read with confidence and enthusiasm. The older pupils have a love of books, can talk confidently about the authors they enjoy reading and the ones who have visited the school.
- Staff use the rewards system well to ensure that pupils take great pride in their achievement and behaviour. 'Going for green' allows pupils to take control of their behaviours and learning: pupils are given targets for their behaviour and learning. As they are successful in meeting the targets, they move up the grid towards green. When they reach green they are rewarded. Pupils like the visual system as it is easy to follow and they can take control of their learning.
- Teaching assistants make a very positive contribution to the learning of pupils of all abilities. They are highly skilled and complement the work of the teachers. They receive training in a range of support programmes that enable the pupils they work with to make good progress.
- The new curriculum and whole-school topics, such as the First World War, are providing an interesting range of opportunities for pupils to practise and develop their writing.
- Mathematics is taught well and enables pupils to advance their skills and confidence in the subject. The

additional challenge and group work for the most-able pupils ensure that they make rapid progress to reach the highest levels.

- Occasionally, teachers do not show pupils precisely what they need to do to be successful in their learning. This results in slower progress. In a few classes, low-ability pupils are not given work which they can complete well on their own. This slows their progress.
- Scrutiny of pupils' work shows that teachers' marking of pupils' work has improved over time. Where written comments recognise success and provide guidance for pupils on how they can improve their work, marking moves pupils on in their learning. However, the marking is not always as effective and pupils do not routinely respond to the advice they are given and improve their work.
- Pupils needing extra help, such as disabled pupils and those who have special educational needs, are mostly given well-targeted support outside the classroom so that they can catch up with their classmates. They make good progress in these sessions.
- Homework is used in all year groups to encourage pupils to practise basic skills. It also challenges them to prepare for future learning by researching the topic or a specific issue.

The achievement of pupils is good

- Achievement in 2014 at the end of Key Stages 1 and 2 shows an improving picture from 2013. Attainment at the end of Key Stage 2 has recovered from a dip in 2013. A higher percentage of pupils than seen nationally reached the higher Level 5 in reading and mathematics. Although attainment rose at Key Stage 1, results were broadly at national levels. However, pupils' progress from their starting points at the end of Reception showed that they had made good progress across Years 1 and 2.
- The proportion of pupils attaining the expected Level 4 in the Year 6 national tests in 2014 in reading, writing, mathematics and spelling, grammar and punctuation was above average. Rapid progress in reading, writing and mathematics in 2014 has resulted in improved standards in all classes. Evidence seen in books during the inspection shows that this trend is continuing.
- Most children join the Reception class with knowledge and skills that are typical for their age, although with the small cohorts this varies. In 2012 and 2013, children's attainment was below that typical for their age, particularly in language and mathematics. Children settle quickly and form good relationships with their classmates and adults. All children make good progress from their starting points. In 2014, almost three quarters of them achieved a good level of development by the end of the year. This means that they were well prepared for their learning in Year 1.
- All groups of pupils learn well and teachers build on the foundations laid in the Early Years Foundation Stage. The vast majority of pupils make good progress throughout Key Stages 1 and 2.
- Pupils' progress in writing, although now good, is not as strong as in mathematics and reading. This is because pupils do not always use the knowledge they have of spelling, phonics and punctuation in their work. At times, work is not presented well enough. Observations during inspection show that a few pupils do not have the stamina to write at length on their own. Although most pupils show a good knowledge of phonics in discussion and when reading to the inspector, they did not achieve as well as pupils nationally in the Year 1 phonics check in 2014. Pupils currently in Year 1 show a good knowledge of phonics.
- Pupils read to a high standard and talk with great enthusiasm about their books in all classes. They understand their reading and know how to use books and the internet to find information. Guided reading groups focus on stretching pupils' ability to understand text through teachers' challenging questions.
- The most-able pupils are challenged well in most lessons and in well-planned extension activities. The improvements in their attainment are a result of the strong teaching of older pupils, which continually challenges them to tackle harder work, and additional sessions run by the headteacher and other staff. The depth of their learning was shown during the inspection when they discussed First World War poems,

the poets and their styles.

- Disabled pupils and those who have special educational needs make good progress because work in lessons and results from assessments are used to check on how well they are learning and to adapt their tasks whenever necessary.
- Disadvantaged pupils make good progress in their learning. At the end of Year 6 in 2014, the gap between the attainment of disadvantaged pupils and their classmates in the school was equivalent to one term behind in mathematics and two terms behind in reading. They were in line in writing. They were half a term behind pupils nationally in mathematics, two terms behind in reading and one term behind in writing. Their progress was above that of others pupils in the school in mathematics and writing, but below in reading. Over the last three years, the gap in attainment between disadvantaged pupils and others has been narrowing. The school is working to close the remaining gaps in attainment for pupils currently in the school.

The early years provision

is good

- Children settle quickly into the Early Years Foundation Stage because the transition from pre-school settings are well managed and routines are rapidly established which help the children to feel secure in their new environment. Good relationships are quickly built up between adults and children and so they begin to make good progress from their various starting points.
- Children quickly learn the school's expectations for behaviour. They learn to listen carefully and follow instructions.
- Adults in the Early Years Foundation Stage use assessments well to plan activities that enable children to make further progress in their learning. Adults use questions well to probe and extend the children's understanding and knowledge.
- Children are already learning to think about how well they think they have achieved. For example, following a writing activity, children were asked to indicate whether they found it easy or difficult using smiley faces.
- The Early Years Foundation Stage is led well. Pupils make good progress throughout the year and are prepared well for the next stage in their education. Parents are positive about their children's time in the Reception Class.

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	125505
Local authority	Warwickshire
Inspection number	443957

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	The governing body
Chair	Nikki Flanders
Headteacher	Richard Hawkins
Date of previous school inspection	10–11 May 2011
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