

Inspection of a school judged good for overall effectiveness before September 2024: Bishops Tachbrook CofE Primary School

Kingsley Road, Leamington Spa, Warwickshire CV33 9RY

Inspection dates:

4 and 5 February 2025

Outcome

Bishops Tachbrook CofE Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

This is a school that cares deeply. Staff care for pupils, and pupils care for each other. Staff place warm and positive relationships with pupils at the heart of all they do. This helps children settle quickly when they start in Reception. These relationships continue as pupils move through different year groups, helping pupils feel safe in school. They know that adults want the best for them.

Pupils behave beautifully. They engage well in lessons and show a keen interest in learning. They also behave well at other points of the day. The school has high expectations for all pupils and is committed to helping every one of them to reach their full potential. Pupils' positive behaviour and dedication to working as hard as they can contribute to them achieving these aims. Pupils regularly demonstrate the well-embedded values that expect them to inquire, discover, encourage, achieve, love and shine.

The school wants pupils to be confident and articulate, and they are. Older pupils enjoy leading assemblies for the younger pupils. They do this with an impressive level of confidence. Pupils understand that some people face difficulties. They are aware of these and feel a responsibility to help people if they can. They embody the school's vision of 'Everything we do, we do with love'.

What does the school do well and what does it need to do better?

Pupils achieve well at this happy school. The youngest children settle well in a nurturing Reception setting. Staff quickly identify the children's needs and support them to access engaging learning activities. The children like to talk about what they are exploring. The

well-considered environment invites curiosity. The school wastes no time in teaching pupils how to read. Most pupils can keep up with the programme's expectations. Some pupils need a little extra support. The school identifies these pupils well. However, precise gaps in learning are not always identified as well as they could be. This leads to some pupils reading books that contain sounds and words they are not secure with. This slows their progress.

Pupils become fluent and confident mathematicians. Staff ensure pupils remember important information before moving them on to more challenging problems and calculations. The school has recently introduced a new curriculum for the wider subjects. The new approach supports pupils to develop rich knowledge across a range of topics and subjects. For example, pupils talk confidently about the difference between human and physical features in geography. They then make links to how and why human features have changed throughout different historical periods. Pupils take great pride in producing high-quality work that is beautifully presented, demonstrating a good level of understanding. Art is a strength of the school. It is taught exceptionally well. Pupils develop skills and knowledge that are impressive. Their high-quality work is proudly displayed throughout the school for everyone to admire and enjoy.

Pupils have very positive attitudes to learning. Their 'secrets of success' remind them of the attitudes they should adopt to be successful. Pupils understand that success comes in many different forms. They enjoy celebrating each other's achievements. Pupils attend school regularly. They relish the learning opportunities available to them. Pupils know the school expects them to behave well. Most rise to this. However, some pupils struggle to manage their own behaviour during lessons. This occasionally affects how well staff can deliver the curriculum as intended. The school recognises this and acknowledges that more training would help staff adapt teaching so that other pupils' learning is not disrupted.

Pupils' opportunities outside of the classroom are wide and varied. They learn about the importance of leadership and teamwork. They know the power of their voice and how it can be used to affect positive change. The school supports pupils in developing their talents and interests through clubs and activities. Pupils can learn to play a wide range of musical instruments. Every pupil represents the school in some way during their time at school. The school's commitment to developing well-rounded, responsible citizens of the future is clear. Its impact is evident through what pupils say and do.

The school is very well led. Everyone with responsibility for leading the school is driven by a commitment to doing what is best for pupils. They are compassionate and determined. Governors are skilled professionals who provide support but who also challenge. They help to shape the priorities that drive continuous improvement. Like pupils, staff know that their well-being is carefully considered. They feel valued because they are. Parents are also overwhelmingly appreciative of the care, guidance and support their children receive. Everyone connected to the school is proud to call themselves part of 'Team Tachbrook'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not identify the specific gaps in learning some pupils have in phonics closely enough. This means the support they receive to enable them to catch up is not as effective as it could be. The school should ensure that individual gaps in pupils' learning are identified with greater precision so that those at risk of falling behind catch up quickly.
- Some pupils' behaviour is not managed as effectively in lessons as it could be. This leads to valuable teaching and learning time being lost. The school should ensure that staff adapt teaching effectively so that all pupils remain engaged with their learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in December 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 125657 |
| Local authority | Warwickshire |
| Inspection number | 10343901 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 240 |
| Appropriate authority | The governing body |
| Chair of governing body | Dan White |
| Headteacher | Cathryn Kilbey |
| Website | www.btschool.co.uk |
| Date of previous inspection | 7 February 2019, under section 8 of the Education Act 2005 |

Information about this school

- The school does not make use of any alternative provision.
- This Church of England school is in the Diocese of Coventry. The school's last section 48 inspection took place in September 2020. The next section 48 inspection is due to take place in the academic year 2024/2025.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher and other senior leaders.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke with four governors, including the chair of the governing body.
- The inspector spoke on the telephone with a representative from the local authority and the diocese.
- The inspector listened to pupils read to a familiar adult.
- The inspector observed pupils' behaviour in lessons, at different times of the day and at breaktimes and lunchtimes. The inspector spoke formally with groups of pupils, as well as informally in lessons and around school.
- The inspector reviewed a wide range of documents, including the school's self-evaluation and improvement plans and information on the school's website.
- The inspector talked with pupils and staff to gather information about school life. In addition, they took account of the responses to Ofsted's surveys for staff, pupils and parents.

Inspection team

Keri Baylis, lead inspector

His Majesty's Inspector

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