



# Bishop's Itchington Primary School

## Inspection Report

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**Unique Reference Number** 125505  
**Local Authority** Warwickshire  
**Inspection number** 293283  
**Inspection dates** 6–7 March 2007  
**Reporting inspector** Rajinder Harrison

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

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<b>Type of school</b>	Primary	<b>School address</b>	Ladbroke Road
<b>School category</b>	Community		Southam
<b>Age range of pupils</b>	4–11		CV47 2RN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01926 612297
<b>Number on roll (school)</b>	164	<b>Fax number</b>	01926 612297
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	S Roderick
		<b>Headteacher</b>	K Fenlon
<b>Date of previous school inspection</b>	20 May 2002		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is an average size school that takes pupils from the village and its surrounding rural area. A lower than average proportion of pupils are entitled to free school meals. Almost all pupils have White British backgrounds. The number of pupils with learning difficulties or disabilities is average.

The acting headteacher has been in post since September 2006.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with good features. Pupils' personal development is good. Pupils enjoy learning because the school provides activities and experiences that they can all participate in. Whilst the curriculum is satisfactory, a good range of additional activities, including clubs and visits, add to pupils' enthusiasm for school. Their good attendance indicates their eagerness to be there. Because relationships throughout the school are very good, pupils approach new challenges confidently and feel safe and secure knowing staff will help them if they encounter any difficulties. Pupils' behaviour is good. They work well with others and show kindness and respect for others' needs. They know how to take care of themselves and the world around them. They understand well the need to adopt healthy lifestyles. Many attend the sports clubs the school offers but more need to consider choosing healthy options at lunchtimes. Pupils' confidence in learning, together with their sound academic progress, prepare them satisfactorily for the future.

Children start in the Reception class with knowledge and skills that are typical of the standards expected at this age. They settle quickly and progress satisfactorily in their Reception Year. Their individual needs are identified early and through the systematic development of their skills, most reach the expected levels in all the areas of learning. This secure start underpins pupils' subsequent satisfactory progress in Years 1 to 6. As a result, pupils attain standards that are at the national averages in English, mathematics and science in Year 6. Achievement is satisfactory. Teaching, whilst satisfactory, does not always challenge pupils sufficiently by ensuring that work is accurately matched to their capabilities. As a result, they do not achieve as well as they should. Teachers' expectations of what pupils can do are not always high enough because insufficient use is made of the detailed assessment information to set pupils challenging targets. The academic guidance teachers provide does not always explain to pupils what they need to do to improve their work. Hence, arrangements for the care, guidance and support for pupils are satisfactory.

Leadership and management are satisfactory as is improvement since the last inspection. Following a period of significant staff changes, the headteacher, supported by the staff, governors and the local authority, has made a good start in improving provision. Good systems to monitor and track pupils' progress now identify accurately where pupils need more help. There is now a clear focus on raising standards by setting pupils more challenging targets. However, because most teachers are new to the school, subject leaders have not been fully involved in checking that provision in their subjects is good enough to secure pupils' higher achievement. The school's evaluation of its performance is accurate. Its commitment to sustain the improvements it has made makes it clear that the capacity to continue to improve is satisfactory.

### What the school should do to improve further

- Raise teachers' expectations of pupils of all abilities and make better use of assessment data to match work to pupils' needs more accurately.

- Make sure subject leaders are involved in monitoring provision in their subjects to check it supports pupils' higher achievement.
- Improve the academic guidance pupils receive so that they can improve their work.

## **Achievement and standards**

### **Grade: 3**

Attainment on entry to the school is generally typical of children at this age in all the areas of learning. Of late, the school has rightly identified that children's literacy and numeracy skills are sometimes less secure and it compensates for this appropriately. Satisfactory provision ensures that most reach the expected goals by the end of this year. Their achievement is satisfactory. This satisfactory progress is maintained through Years 1 to 6. In the national assessments in 2006, Year 2 pupils reached average standards in reading, writing and mathematics but few attained the higher levels, because teaching is not always challenging enough. In the 2006 test results, pupils in Year 6 attained standards that were broadly in line with national averages in English, mathematics and science, as is the case for pupils in the current Year 6. Again evidence shows that a few pupils could achieve more. Pupils with learning difficulties and disabilities make satisfactory progress because they receive the individual help they need.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Their good involvement in the many school clubs reflects their enjoyment of school. They are considerate, friendly and polite and respect each other's views. Pupils form good relationships and know that staff will deal with problems that arise promptly. They say incidences of bullying are rare. 'I like my teachers because they are really nice and friendly', said one pupil. Although a few parents expressed concerns about behaviour, most pupils behave well and have positive attitudes to learning. Pupils know how to keep safe and healthy. For example, they play together sensibly and participate enthusiastically in sporting activities, but some do not always make healthy choices at lunchtimes.

Through links with children from New Zealand and fund raising for charities, pupils develop a good understanding of other traditions and cultures and their roles as young citizens. They look after the environment by tending the gardens, feeding the birds and through their recycling projects. They voice their views, for example regarding playground activities, through the school council. By being involved in local events, they develop a sense of their place in society. Visits and visitors from various walks of life promote their sound awareness of life beyond school.

## Quality of provision

### Teaching and learning

#### Grade: 3

Staff know the pupils well and every effort is made to involve everyone, ensuring those who need individual attention receive it. Good relationships give pupils the confidence to seek help when they need it and many help each other willingly. Support staff are fully involved in the planning arrangements so lessons are generally well organised. These good arrangements allow teachers to organise activities that require greater supervision, for example 'Welly Walks' for reception age children and practical activities in other subjects. However, particularly in mixed-age classes, the wide age and ability ranges sometimes restrict the progress a few pupils make because the work is not always well matched to their needs. Pupils are occasionally held back by having to do the same work as others before they move on to more challenging tasks. Teachers' expectations are not always high enough. Opportunities for pupils to work independently and have greater responsibility in assessing their work are limited. Insufficient use is being made of the detailed assessment information available in checking that all pupils are fully challenged in all lessons.

### Curriculum and other activities

#### Grade: 3

The basic skills of literacy, numeracy and information and communication technology (ICT) are given appropriate emphasis and hence pupils attain standards in line with national expectations. The school is looking at ways to integrate work across subjects to make learning more interesting. Curriculum planning does not always take full account of pupils' differing abilities and this sometimes restricts their progress. Intervention strategies to improve pupils' writing and numeracy skills are helping to raise standards. Opportunities to promote literacy and numeracy through other subjects are developing well. Provision for children in the Foundation Stage is satisfactory as is that for pupils with learning difficulties and disabilities. A good programme for promoting pupils' personal, social and health education (PHSCE) underpins their good personal development. It includes valuable contributions from, for example, the public services and other visitors. A good range of additional activities that include musical instrument tuition, sports clubs, educational trips and residential visits enhances pupils' learning well.

### Care, guidance and support

#### Grade: 3

The good provision of a breakfast club and the many after-school clubs makes pupils feel valued and builds their confidence in forming trusting relationships with others. Staff are friendly, caring and supportive. The school offers pupils a calm and encouraging environment where they feel happy and safe. Procedures to ensure pupils' protection, safety and well-being are good. Pupils with learning difficulties and

disabilities achieve as well as their classmates because of the support that they receive from staff and external expertise where appropriate.

The school has developed good systems to check on pupils' progress and identify early those who need additional support. However, not all teachers make effective use of the information they gather to provide pupils with work that meets their needs and challenges them fully. In addition, the guidance teachers offer in their marking, whilst generally very encouraging, does not always tell pupils what they need to do to improve their work.

## **Leadership and management**

### **Grade: 3**

Parents express concerns about the many staff changes recently, particularly at senior management level, but despite this, the headteacher has managed the school well. She has created a good team spirit by sharing her clear vision, drive and ambition to improve the school and has supported all staff well. For example, rigorous procedures to improve behaviour have been successful and strategies to raise standards are developing. Good systems to assess pupils' progress accurately have been established, generating detailed information on every pupil, and those who need extra help are identified early. The school has an accurate view of its strengths and weaknesses. It met its targets last year and is rightly setting more challenging ones for the future. Underpinned by this positive ethos, the school is in a good position to improve further.

The headteacher monitors teaching effectively to identify good practices and set targets for improvement. But with most teachers being new to the school, subject leaders have not had the opportunity to monitor the quality of provision in their subjects or pupils' achievements.

Governance is satisfactory. Governors support the school's efforts to secure improvement by their involvement in strategic planning and evaluating and challenging the school's performance. Partnerships with parents and the community are satisfactory and the pupils benefit from, for example, shared sporting events with other schools.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

I am sure that you remember our visit to your school a little while ago to look at the work that you do and to talk to your teachers. I am writing to tell you what we found out. Thank you for making us feel so welcome and for being so friendly and polite. Please thank your parents for filling in a form that gave us their views about the school. We are delighted that you really like your school, and hope that the few parents who felt things could be better will see good improvements soon. It was good meeting you and talking to you about school. I particularly enjoyed watching the Reception class go 'Welly Walking' and am sorry they didn't have any 'wellies' to fit me. It was also good to see how hard the gardening club works 'to make the grounds look so neat and tidy'.

These are some of the good things happening in your school.

- You enjoy school, work hard and you all make satisfactory progress.
- Your behaviour is good and you really try hard to keep fit and healthy by doing lots of exercise. Perhaps more of you might like to try choosing healthy lunches.
- You like your teachers and other adults who care for you and help you to learn.
- You get on well with one another and are growing up into responsible young people.
- You have good clubs, trips and visitors that make your learning more interesting.

There are some things that we have asked your teachers to do to make your school even better.

- They should make sure they always give you work that will help all of you do even better at school.
- They should check the work that you do in every subject to make sure you do well in all of them.
- They should explain to you more clearly what you need to do to improve your work.

It is good to know that you enjoy school and we hope that you continue to do well.

With best wishes