

Bishops Itchington Primary School

Inspection report

Unique Reference Number	125505
Local Authority	Warwickshire
Inspection number	340781
Inspection dates	11–12 May 2010
Reporting inspector	Steven Hill

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	130
Appropriate authority	The governing body
Chair	Dr Sarah Richardson
Headteacher	Mr Richard Hawkins
Date of previous school inspection	6 March 2007
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Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed, taught by six different teachers. Meetings were held with staff, groups of pupils and governors. The inspectors observed the school's work, and looked at a range of documentation, particularly that related to safeguarding children, and to pupils' progress. Samples of pupils' work were examined. Questionnaires were analysed from older pupils, from staff and from 57 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teaching at Key Stage 2 is consistent enough to support good progress by pupils
- how successfully the issues from the last inspection have been addressed, particularly the role of subject leaders, and the use of assessment information to support pupils' learning
- whether the school's extensive provision for pastoral care leads to good outcomes for pupils.

Information about the school

This is a small primary school in a large rural village. Most pupils come from the village and its immediate surroundings. The very large majority of pupils are of White British heritage, and none is at an early stage of learning to speak English. There is a high proportion of pupils with special educational needs and/or disabilities in the school, including a higher proportion than average with statements of special educational need. These needs are varied and include some with considerable behavioural or emotional problems. Pupils are taught in five classes, all but one of them mixed-age. Reception children in the Early Years Foundation Stage share a class with a small number of pupils in Year 1. The headteacher took up post almost three years ago. The school hosts an independently managed breakfast and after school club, which is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school has improved considerably since the last inspection to provide a good quality of education. A key to the many improvements is the much better quality of teaching and learning, which is now consistently good through the school. This, in turn, is based on improved systems to keep track of how pupils are making progress. These systems enable teachers to provide work that is matched well to the different needs of individuals and groups in lessons. In addition, the school is able to provide effective support out of class, in a variety of intervention groups, to help any pupils who are tending to fall behind in their learning to catch up. Academic guidance is better. Pupils now know their targets in English and mathematics, and the marking of their work has improved. Particularly in writing, they are given clear guidance on how to get better, as well as feedback on how well they have done. All these elements support the good achievement of all pupils, whatever their circumstances.

Pupils' enjoyment of school is greatly enriched by an increasingly varied curriculum. Pupils report that teachers make learning fun. The curriculum is enriched by the good use of a variety of visitors to enliven provision, and by a very extensive range of extra-curricular clubs. However, the curriculum is not sufficiently responsive to pupils' own interests or their immediate locality, because planning is done from nationally produced subject guidelines. Staff increasingly devise ways to link subjects together to make learning more meaningful, and do this well in writing and mathematics. Links between other subjects are more incidental, and the school has rightly prioritised devising a more systematic approach to enhance learning further.

The good pastoral care at the last inspection has been maintained, so that pupils are happy in school and enjoy learning. They behave well, feel safe and get on well with each other and with staff. Those pupils who struggle to maintain acceptable levels of behaviour are given good support, making extensive use of the expertise from a variety of outside agencies. As a result, these pupils very rarely disrupt the learning of others, and make good progress themselves in the light of their difficulties. Pupils' spiritual, moral, social and cultural development is good. The school has made a good start in helping pupils in this largely mono-cultural community to learn about the wide variety of art and religions in the world, for example. The school itself is a cohesive community where pupils from different backgrounds get on well together and respect each other's views. They are well involved in the local community, but the school has correctly identified that not enough is done to learn about and be involved with people from different cultures and traditions beyond the immediate locality.

Most aspects of leadership and management are good. The greater involvement of the subject leaders in supporting colleagues, under the clear overall guidance of the

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headteacher, has underpinned good teamwork from the staff in driving improvements. The systems to keep pupils safe are secure and meet all requirements. However, some policies are not very detailed in setting out clear advice to staff about the exact procedures to follow in different circumstances. The school has good plans in place to tackle areas for development, based on a clear understanding of its own strengths and weaknesses. Staff and governors share this common understanding. Together with the major improvements in provision and outcomes since the last inspection, this shows that the school is well placed to improve further.

What does the school need to do to improve further?

- Develop the promotion of community cohesion beyond the school and the immediate locality by giving pupils more opportunities to learn about and interact with:
 - people from the wide range of different and contrasting communities in the United Kingdom
 - people from communities abroad.
- Implement plans to make the curriculum more exciting by
 - extending and making more systematic the links between different subjects
 - developing topics that take more account of the school's situation and pupils' own interests.
- Provide more detailed advice to staff in the paperwork that backs up the school's systems for safeguarding pupils.

Outcomes for individuals and groups of pupils

2

Attainment is broadly average. Standards when children start in the Reception class vary greatly from year to year. They make good progress from their starting points in the Early Years Foundation Stage, but their standards when they start in Year 1 still vary from below average to above. In the past, records show that pupils' progress had been too variable from year to year, particularly in Key Stage 2. However, the school's tracking, and the learning seen in all lessons during the inspection, show that current progress is consistently good. The latest standardised test results for the Year 6 pupils show better than average progress since they left Year 2. This was illustrated during a good literacy lesson, when these pupils enthusiastically worked together to write about an imaginary dinosaur park. They made good progress in their understanding of the features of different texts and how to use them, and in their speaking and listening skills, as they discussed their work and made thoughtful suggestions. Pupils with special educational needs and/or disabilities make good progress in the light of their difficulties. However, the large proportion of such pupils and their relatively low standards tend to distort the overall picture of attainment, so that it remains broadly average despite good progress. Pupils of higher ability make good progress because they are often given more difficult work that successfully challenges them to reach higher standards.

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Pupils' positive attitudes to school and learning are reflected in their above-average attendance. They develop good collaborative skills from their start in the school, as was shown when groups of pupils from Years 2 and 3 worked together exceptionally well to devise and improve their own games in a physical education lesson. Pupils are polite, friendly and cheerful at break-times, and work conscientiously in lessons. Pupils say they feel safe, and were able to explain to inspectors how the staff make sure of this, and how they help to stay safe through their own actions. They contribute well to the community, particularly in their willingness to take on responsibilities around the school, and in the conscientious way they carry them out. The pupils in Year 6, for example, take a pride in the support they give to their 'buddies' in Reception, as well as finding the experience fun. They are enthusiastic about sport and exercise, and have a good understanding of a balanced diet and hygiene. Their positive attitudes, good social skills and high levels of independence stand them in good stead for their future lives, in school and beyond.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Teaching is now good because of much better use of assessment to match tasks to pupils' needs. Lessons are managed well and relationships are good. Teachers make good use of the interactive whiteboards to interest and enthuse pupils, and to clarify their explanations. Some good use is made of strategies to involve pupils fully in lessons, such as paired discussion and the use of small whiteboards to write their own answers. Occasionally, such opportunities are missed and then pupils' concentration can weaken. Pupils respect their teachers, and work hard and behave well to live up to their expectations. Very good use is made of skilled teaching assistants to support learning, particularly for those pupils whose high levels of special need would otherwise prevent them taking a full part in lessons.

The curriculum is particularly enriched by special themed weeks which pupils greatly enjoy. They look forward to their trips out, and excitement and interest was generated in a lesson where they planned a letter to the headteacher, to persuade him to let them go on a trip to a museum. Although not planned to meet particular local interests, the curriculum is modified well to meet the requirements of individuals with high levels of special educational needs.

Pupils' good personal development is a result of the good care and clear guidance they are given. Pupils' different emotional and social needs are known and addressed well by staff, making good use of many external partners to support those pupils whose circumstances make them vulnerable. Clear advice during everyday interactions between staff and pupils, and clear moral and social messages in assemblies, underpin their good understanding of right and wrong. Pupils particularly value the fact that, 'All the staff are friendly and explain the work well.' and that 'Teachers are very fair'.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The drive for improvement has been successful because of the clear leadership of the headteacher and the coherent teamwork of the rest of the staff. There has been increased sharing of expertise, regular monitoring of lessons, pupils' work and progress, and clear feedback to help staff improve their practice. This has underpinned the many improvements in teaching and learning. Better assessment systems have enabled more careful tracking of the progress of different groups. The school has used this data to intervene if there are any problems, so ensuring that equal opportunities are promoted well. Governors have been able to offer good support and challenge because of their

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effective systems to monitor the school's work and its effectiveness. The partnership with parents has been enhanced by clear systems to give them information about their children's progress. The school regularly seeks parents' views formally and takes account of them in making decisions. Good informal channels of communication exist. Partnerships with other agencies have contributed well to pupils' well-being, and links to other schools and outside bodies have enhanced the curriculum. The school is diligent in realistically assessing risks to pupils, and taking action to minimise them. However, some of the paperwork relating to safeguarding lacks detail. Community cohesion is promoted strongly in the locality, and the school is making plans to extend this further afield. The better outcomes for pupils since the last inspection show that it now provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The children in Reception are making good progress because the setting shares many of the strengths of the main school. Teaching is good. A good balance is drawn between activities chosen by children and those directed by adults. The adults intervene well in children's play to enhance their thinking and to develop their speaking and listening skills. Adults assess children's progress well and keep careful records of how they are getting on. Detailed results are regularly shared with parents. A recent focus on learning letters and sounds has improved children's progress in this aspect of their learning. Relationships are good and support the secure provision for children's welfare. As a result, they feel safe and happy in school, enjoy learning and join in activities with

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enthusiasm. The setting is well led and managed. Adults work together well to provide an interesting range of experiences for children, both indoors and outside. The great improvements made to the outside area since the last inspection make a strong contribution to children's improved learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents are happy with their children's experiences of school. Most particularly appreciate that their children are happy and safe, are helped to lead healthy lifestyles, and that parents are kept informed about their children's progress. A small minority of parents expressed concerns about how well poor behaviour is dealt with. Written comments in questionnaires make it clear that most of these concerns centre on the behaviour of a few pupils who have considerable emotional and behavioural problems. Most other criticisms voiced, particularly of how safe pupils are, or of leadership and management, are linked to this concern. The inspectors investigated this issue in detail, and found that the school has been rigorous in following the proper procedures in dealing with such problems, including gaining the right support from external agencies. Discussions with pupils revealed that they have very few concerns about their safety or that of others, because they are confident that all the adults monitor what is happening, and intervene quickly in situations when needed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishops Itchington Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 130 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	53	24	42	2	4	1	2
The school keeps my child safe	26	46	23	40	4	7	3	5
The school informs me about my child's progress	22	39	30	53	3	5	2	4
My child is making enough progress at this school	23	40	23	40	6	11	3	5
The teaching is good at this school	24	42	27	47	3	5	3	5
The school helps me to support my child's learning	23	40	29	51	3	5	2	4
The school helps my child to have a healthy lifestyle	19	33	36	63	1	2	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	28	33	58	4	7	1	2
The school meets my child's particular needs	20	35	27	47	7	12	3	5
The school deals effectively with unacceptable behaviour	11	19	26	46	12	21	6	11
The school takes account of my suggestions and concerns	11	19	34	60	5	9	3	5
The school is led and managed effectively	16	28	29	51	9	16	2	4
Overall, I am happy with my child's experience at this school	22	39	26	46	8	14	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 May 2010

Dear Pupils,

Inspection of Bishops Itchington Primary School, Warwickshire, CV47 2RN

Thank you for your help and your warm welcome when we visited your school. A special thanks to the pupils who came to talk to me, particularly the Year 6 pupils who were involved in SATs tests during the week. I hope they all went well and that now you can relax!

The school has improved a lot since the last inspection, and provides a good quality of education. You are making good progress because the teachers are good at helping you learn. You behave well and work hard, and you all get along well together. You get lots of interesting things to do, and some of you told us that teachers make learning fun, and this helps you to concentrate. The teachers are keen to make better links between subjects, and to plan things that make your lessons even more exciting. The adults keep a careful eye on how everyone is getting on, and make sure that anyone who is not doing well enough gets extra help. They also make sure that everyone is kept safe, although the paperwork they use to help them with this needs to be more detailed.

You make a big contribution to the community, both in school and in the village. You are starting to learn more about different people from around the world, and the adults are keen to extend this. I have agreed with your headteacher on three things the adults are going to do, to make the school even better. They will:

- help you learn more about different people in this country and abroad
- make your lessons more interesting by linking the different subjects together in exciting topics
- put more detailed information in the paperwork about keeping you all safe.

I hope you carry on enjoying life at school, and working hard.

Yours sincerely

Steven Hill

Lead inspector

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