

# Bishops Tachbrook CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125657
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	340812
<b>Inspection dates</b>	8–9 December 2009
<b>Reporting inspector</b>	Declan McCauley

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 category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Monica Heath
<b>Headteacher</b>	Andy Brettell
<b>Date of previous school inspection</b>	5 May 2007
<b>School address</b>	Kingsley Road Bishops Tachbrook Leamington Spa
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons, and held meetings with three members of the governing body, staff, the school improvement partner, and groups of pupils and parents. They observed the school's work and looked at the school's documentation relating to safeguarding, its improvement plans, reports on its work, governing body minutes and records of pupils' progress. They considered the responses in questionnaires from staff, pupils and 45 parents and carers.

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

- ? The quality of teaching and its impact on the progress achieved by different groups, particularly girls in Key Stage 1 and boys in Key Stage 2.
- The impact of the newly formed senior management team on embedding ambition and driving improvement.
- How effectively the school is working to ensure consistency in the quality of teaching throughout the whole school and the impact this is having on the learning for all pupils.

## Information about the school

The school is a smaller than average sized primary school near Leamington Spa. □ In the past three years the number of pupils on roll has declined slightly. Very few pupils come from minority ethnic backgrounds, although this number is increasing. The proportion of pupils eligible for free school meals is well below average and less than a fifth of pupils have special educational needs and/or disabilities. A new headteacher took up his post in September 2009.

The school holds a number of national awards including the Activemark 2008, the Healthy Schools Standard and Dyslexia Friendly Status.

**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

Bishops Tachbrook is a very welcoming and happy school which is improving quickly under the dynamic and charismatic leadership of the new headteacher. The school provides a good education overall and the vast majority of parents are proud of their children's school. The buildings and grounds are kept well and the school provides pupils with good opportunities to learn in a safe environment. There have been significant improvements since the last inspection. Teaching is now good and pupils are making good progress. However, there are still some inconsistencies in the quality of teaching across the school and further work is needed to ensure that all teaching is of a consistently high quality. Teaching in the Early Years Foundation Stage is not as good as in the remainder of the school. By the end of Year 6, pupils' attainment is above the national average.

The school's self-evaluation procedures are satisfactory and provide the senior leaders with accurate knowledge of where improvements are needed. The governing body and headteacher are determined to raise attainment further. They have rightly identified the need to involve a wider range of school leaders in providing increased challenge for all pupils. Middle leaders have not previously been sufficiently involved in rigorous monitoring of their subjects. The school's improvement plan does not include sufficient measurable outcomes against which progress can be evaluated. This limits the extent to which leaders and the governing body to monitor the progress the school is making.

### What does the school need to do to improve further?

- Strengthen the school's leadership and develop its impact to improve the quality of teaching and learning so that it is consistently good or better by:
  - using the outcomes of regular monitoring to identify and address any shortcomings in the quality of teaching
  - developing a robust system for tracking pupils' progress which will enable school leaders to hold teachers to account for the progress made by pupils.
- Ensure the school improvement plan contains measurable steps which governors can use to gain a strategic oversight of the progress being made by the school.
- Improve the quality of provision in the Early Years Foundation Stage by:
  - ensuring that effective planning and organisation support teaching which enables children to learn and develop well
  - providing more opportunities for children to develop their independent learning skills

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- providing an interesting, well-equipped and welcoming environment for children to learn in.

## Outcomes for individuals and groups of pupils

**2**

Pupils are keen to do well and they particularly enjoy exciting practical opportunities that help them to learn. Attainment at the end of Year 6 is above the national average in English and science, and is high in mathematics. In most of the lessons observed, pupils made good progress and achieved what was expected of them. In the vast majority of lessons, activities are planned well to meet the individual needs of the pupils. Support for pupils with special educational needs and/or disabilities is good. Teaching assistants have a good understanding of these pupils' needs, which ensures that they make good progress overall.

Pupils are caring and very supportive of others, their behaviour is exceptional. The school is successful in encouraging pupils to adopt healthy lifestyles. Pupils say that they feel very safe and well-cared for at school. They know that they can talk to adults if they have any concerns. They enjoy opportunities to take on responsibilities and participate enthusiastically in fund-raising activities to help those less fortunate than themselves. The school council contributes successfully to the life of the school. When governors were interviewing for a new headteacher the school council participated in the process and even compiled the person specification.

Pupils' attendance is high and, as a result of their good grounding in basic skills, they are well prepared for their future. Pupils' spiritual, moral, social and cultural development are good. They are considerate of others' feelings and emotions and are given good opportunities to reflect on moral dilemmas. For example, in an assembly, pupils considered respectfully what they could do to help the homeless at Christmas.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>

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

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

In the best lessons teachers maintain a good pace of learning throughout and ensure that activities are matched well to pupils' abilities. Teachers use questioning skills very effectively to provide challenge for pupils and to help them understand how well their teaching has contributed to learning. Information communication technology is used in many of these lessons to very good effect to inspire pupils' enthusiasm for learning. When teaching is less effective, planning does not always allow all pupils to make as much progress as they could. This is because assessment has not been used well enough to ensure that learning activities provide sufficient challenge for all pupils.

Marking of pupils' work is satisfactory overall. At its best, marking is used very effectively to identify the next steps which pupils must take to improve their work. Pupils are then given time to reflect on the comments made. It is not better than satisfactory overall because, in a few classes, marking is not so well focused on improvement.

Boys' and girls' needs are met well within all classes because the curriculum has been designed with their interests in mind. The school has accurately identified the need to develop the curriculum to embrace fully a more creative approach to learning. Recently the school has become involved in a local authority initiative to extend learning beyond the classroom, as a registered centre for the Children's University of Warwickshire. The good range of visits, visitors and after-school clubs enhances the curriculum well.

Staff at the school know the pupils well and take good care of them. Transition arrangements between key stages and year groups work smoothly.

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

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The leaders of the school, including the governing body, are motivated to improve the quality of education being provided and raise standards further. They have an accurate picture of the school's strengths and the areas where improvement is needed. The school's improvement plan sets out appropriate improvement priorities. However, it does not contain sufficiently detailed success criteria to enable leaders to measure progress precisely. The school's senior leadership team is relatively new and has many plans for how it can have a positive impact on the development of the school. The monitoring of teaching and learning is at an early stage of development. Although appropriate strategies to evaluate the quality of work in classrooms have been implemented, this has only happened recently. The work of subject leaders to improve the quality of learning is only just beginning to have an impact on improving learning and raising attainment. The governing body is organised well and meets regularly. Governors are developing the skills necessary to hold the school to account for its work. The governing body recognises the need to provide both support and challenge and are seeking to become more rigorous in tracking how well the school is doing. They discharge their responsibilities effectively and ensure that all safeguarding procedures are thoroughly met.

The school works well with a range of partners in successfully supporting the learning and well-being of pupils. Relationships with parents and carers are good. The school seeks their views and acts upon them. The on-going development of the school's website demonstrates the commitment to working closely with parents and carers by sharing information to benefit the pupils' development. The school recognises its responsibilities with regard to promoting equality of opportunity and ensures that all pupils have equal chances to succeed in their education. It has a sound understanding of its own community and has plans in place to develop its understanding of the wider national and international communities. The school is seen as an important part of the local community. It is resourced well overall and the Early Years Foundation Stage environment has been identified by the school as an area for improvement.

*These are the grades for leadership and management*

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

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Provision for learning and development in Reception is restricted by a cramped environment and limited resources. Nevertheless, children make good progress and achieve levels of knowledge and understanding above expectations by the time they enter Year 1. Learning indoors is constrained by the limited space available and the formal layout of the classroom. Resources are just adequate, although many are very old. In particular, there is a lack of bright and attractive activities available to stimulate the children's sense of exploration. Although activities are mostly purposeful, children are not sufficiently encouraged or enabled to become independent learners. Planning does not take full account of children's needs. Opportunities for adults to interact with children's learning are frequently missed. The outdoor area is underdeveloped and, consequently, children do not benefit from the full range of opportunities for outdoor learning.

The headteacher is currently responsible for the leadership of the Early Years Foundation Stage, during the absence of the substantive post-holder. He has managed to maintain a satisfactory level of provision, but acknowledges the significant shortcomings for children's learning and development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

About a quarter of parents and carers returned the inspection questionnaire. A very large majority of these parents and carers were positive about the school and its work. A large number also wrote comments to expand upon their views. Many spoke in glowing terms about the school and praised the staff for their work helping their child to develop. One of the comments made by parents was, 'My son loves school. The headteacher has a very positive and encouraging style, which gives me a lot of confidence. I would recommend this school to anyone.' This comment typified the responses. A small number of parents raised concerns about the information they



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receive about their child's progress. The inspection team investigated this issue and found that the school provides parents with suitable information about the progress their children are making.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishops Tachbrook C of E 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	58	18	40	1	2	0	0
The school keeps my child safe	27	61	17	39	0	0	0	0
The school informs me about my child's progress	15	33	25	56	5	11	0	0
My child is making enough progress at this school	20	44	22	49	2	4	0	0
The teaching is good at this school	20	44	24	53	0	0	0	0
The school helps me to support my child's learning	20	44	22	49	3	7	0	0
The school helps my child to have a healthy lifestyle	28	62	16	36	0	0	0	0
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	36	26	58	0	0	0	0
The school meets my child's particular needs	20	44	24	53	0	0	0	0
The school deals effectively with unacceptable behaviour	14	31	25	56	3	7	0	0
The school takes account of my suggestions and concerns	17	38	23	51	3	7	0	0
The school is led and managed effectively	20	44	24	53	0	0	0	0
Overall, I am happy with my child's experience at this school	23	52	18	41	1	2	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



10 December 2009

Dear Pupils

Inspection of Bishops Tachbrook CofE Primary School, Leamington Spa, CV33 9RY

Thank you for welcoming the inspectors so warmly when we visited your school. We really enjoyed meeting you and talking with you to find out about your school. Thank you to everyone who also completed the pupils' questionnaires; they provided us with a great deal of information about your views. It is clear that you go to a very friendly and welcoming school. It provides you with a good education and it has some outstanding features, which you enjoy.

These are the main things that we found out about your school.

You behave very well at all times.

You enjoy school and want to do your best.

You care for others, both at school and in the wider community

You know the adults care for you and this makes you feel safe and gives you confidence to talk to them if you have any worries.

You like lessons that are interesting and help you to learn.

You know how to eat healthily and understand why that is important.

We have asked the school's leaders to do three things to help make it even better.

Work together more effectively to improve teaching so that it is good or better in every class all of the time.

Plan school improvement work more thoroughly.

Improve opportunities for children in the Reception class so that they can learn in an exciting learning environment with lots of equipment.

We have many good memories about your school and hope that you achieve all the ambitions that you shared with us.

Yours sincerely

Declan McCauley

Lead Inspector

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