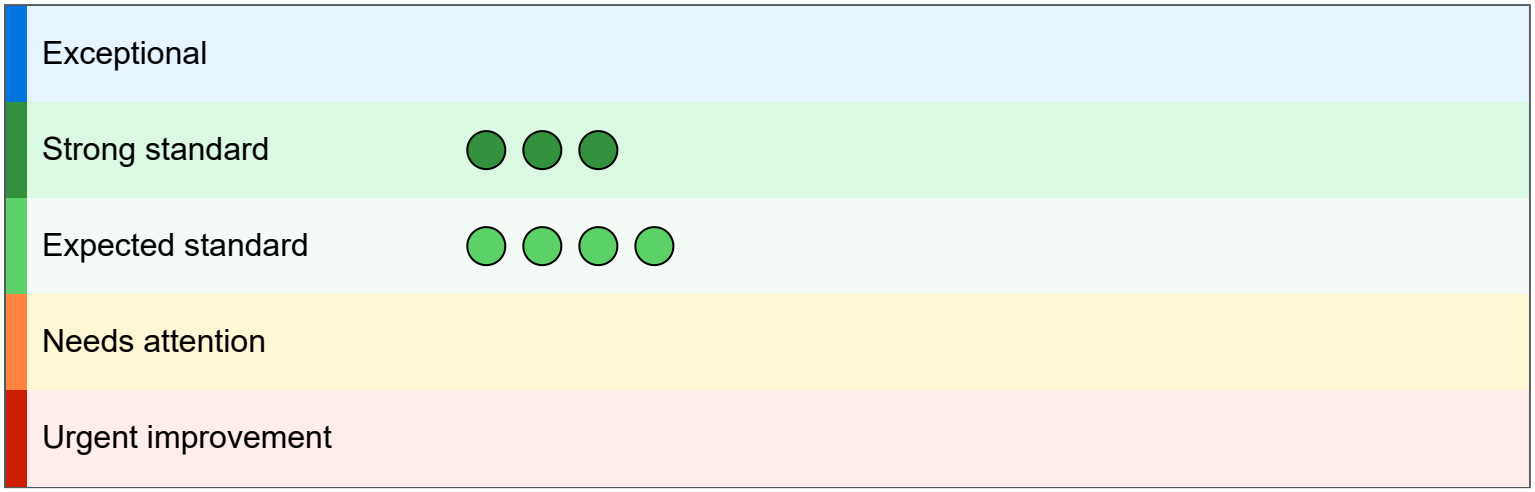
Bishops Itchington Primary School

Address: Ladbroke Road, Bishops Itchington, Southam, Warwickshire, CV47 2RN

Unique reference number (URN): 144242

Inspection report: 13 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

Leaders take swift and effective action to support pupils and families to maintain high attendance rates for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities. Leaders monitor attendance closely and identify concerns quickly. They work persistently with individual families and external agencies to successfully reduce absence. Pupils understand the importance of coming to school regularly. Parents describe how the pupils run eagerly into school each morning.

The school has high expectations for behaviour focused on the school values. Pupils meet these expectations and behave very well in lessons and around the school. There are established routines and commonly understood rules. As a result, pupils know what is expected of them. This helps pupils to concentrate on their lessons. They learn cooperatively with others and show pride in their work. The school is a positive and harmonious place in which to learn and play. Bullying is rare. If it does occur, leaders address it effectively. Leaders maintain precise oversight of rare incidents of poor behaviour. They use specialist support to develop, refine and adapt behaviour plans when needed. This has notable impact for individual pupils, including increased attendance and engagement in wider school activities.

Leadership and governance

Strong standard

Trustees, governors and school leaders understand the school's context, strengths and areas for development very well. They act with integrity, and their improvement work is well thought out to focus on what will make the biggest difference to pupils. Over time, this has ensured that the school has sustained areas of highly effective practice. Leaders are highly respected, and their expertise is recognised beyond the school.

The trust has enabled the school to retain its uniqueness while benefiting from the support that being part of a multi-academy trust provides. Trustees and governors have the skills to ask the right questions of the school. Governors challenge leaders about the quality of education and provide support for their wellbeing and that of the school staff. They fulfil their duties diligently.

Staff are proud to work at the school. They know that leaders care about their workload and wellbeing. Staff say that the team's shared high ambitions for pupils 'comes from the top'. The school and trust provide well-considered professional development opportunities for staff. This training has helped staff to become more effective and has strengthened their knowledge and skills in areas such as adapting teaching for different needs and supporting pupils' mental health.

Parents and carers are overwhelmingly positive about the school, which is an important part of the local community. Parents are thrilled that their children are happy at school and value how well it is led. They also appreciate the caring staff, who they trust to look after their children well.

Personal development and wellbeing

Strong standard

Leaders' plans for pupils' personal development are coherent and organised to reflect the local community. Leaders have thought carefully about what their pupils need to flourish, become more confident and develop a wider cultural awareness. As a result, pupils have a strong knowledge of British values and understand equality and diversity. They discuss why everyone should be treated fairly in a respectful and mature way.

There are many opportunities for pupils to take part in activities beyond the classroom. This includes visits to a Roman fort, outdoor adventure activity centres and nearby cathedrals. Pupils participate in a range of cultural and sporting activities to develop new interests. They learn to play and perform music, and those who are keen or talented can continue these activities individually. Leaders track participation for pupils with special educational needs and/or disabilities and those who are disadvantaged to ensure opportunities are accessible and taken up by all.

The relationships and sex education curriculum helps pupils understand healthy relationships and what it means to be a good friend. Pupils talk sensibly about how to stay safe online and within the local community and seek help when they need it.

The school has created an exciting careers education programme so pupils of all ages have opportunities to learn about different careers. As a result of this work, pupils gain new insights and raise their aspirations for their futures.

The school gives extra care and attention to pupils and families who need pastoral support. Parents and carers are positive about how this bespoke support makes a difference to their children and family life.

Pupils are encouraged to think about their feelings and mental health. Pupils know that if they need to talk something through with an adult, the school makes sure this happens in a sensitive way. This helps to strengthen pupils' communication and emotional wellbeing.

Expected standard

Achievement

Expected standard

Pupils achieve well. Their outcomes in national tests are in line with national averages, with some areas such as phonics well above the national average over time. Leaders identify gaps in pupils' learning and provide targeted support. This helps disadvantaged pupils to achieve well compared to other disadvantaged pupils nationally. Pupils with special educational needs and/or disabilities make effective progress through the curriculum from their individual starting points.

Leaders enable pupils to make a positive start in reading, writing and mathematics, developing the key skills that provide a firm foundation for future learning. This supports pupils to develop appropriate knowledge and skills across the wider curriculum. Typically,

they produce work of a high quality. They talk confidently and enthusiastically about their learning. Pupils are ready for their next steps in learning.

Curriculum and teaching

Expected standard

The school has created a broad, well-designed curriculum across all subjects. Leaders ensure pupils secure essential knowledge and skills in reading, writing and mathematics. Phonics is taught successfully. Pupils read a variety of texts that reflect a diverse world. This helps pupils explore viewpoints that are different to their own. The school's focus on improving pupils' writing and handwriting is having a positive impact on their work. Pupils recognise the features of good handwriting and aspire to earn a 'pen licence'.

Leaders have a detailed understanding of the quality of teaching. They know what staff do well and where they need support. This helps them to make meaningful improvements to the school's work. Teachers create calm, purposeful classrooms where pupils engage positively in their learning. The curriculum is typically taught well. For example, in religious education, skilful questioning helps make the abstract concept of faith accessible to pupils. Staff model correct techniques in physical education and encourage pupils to work in pairs to refine their own skills. However, at times, teachers do not ensure that the purpose of learning is clear. When this is the case, pupils do not learn as successfully as they could.

Staff use assessment well to check pupils' understanding in lessons and adapt their teaching effectively for pupils with special educational needs and/or disabilities. This enables pupils to participate successfully alongside their peers.

Early years

Expected standard

Children, whether they join in pre-school or Reception Year, get off to a good start. Leaders are ambitious for all children, and they prioritise learning in the early years.

Leaders review the quality of education regularly and use this information to make changes to the curriculum and provide staff with training. Teachers are skilled in adapting learning activities to match children's interests and needs.

The curriculum is clearly sequenced, and the learning in Reception Year builds on what pupils have done in pre-school. For example, children in Ladybirds plant seeds and observe them growing, while children in Reception Year learn the name and function of different parts of plants. Activities such as these support children's learning and development so they are ready for Year 1.

Staff spot gaps in learning and identify children's additional needs quickly. They put in place further time and activities to help children, including vulnerable children, to secure key skills, particularly in speech and language. Children benefit from warm interactions with staff, which help children feel safe and settled so they can learn well.

Staff establish rules and routines quickly to help children to understand what is expected of them. Children develop independence and typically manage their emotions well.

Inclusion

Expected standard

This is an inclusive school where staff know pupils and families well. Leaders successfully identify barriers to learning through collaboration with parents, carers and external agencies. The information they gather enables staff to develop effective learning plans for these pupils. These plans ensure the school provides well-targeted support that helps pupils to overcome barriers to their learning. This includes pupils who are disadvantaged, those known to social care and those with special educational needs and/or disabilities (SEND). The school provides families and pupils with caring and effective pastoral support. This helps all pupils to feel included and ready to learn.

Leaders make appropriate adaptations so pupils with SEND can learn alongside their peers. Well-trained staff generally implement adjustments and adaptations effectively. As a result, pupils with SEND make steady progress. Pupils with SEND attend regularly and take a full part in school life. Pupils with the most complex needs are very well supported. Provision in the Hive helps pupils develop key skills and increase their participation in mainstream lessons.

Leaders monitor the impact of their work carefully. They use this information, alongside additional funding for disadvantaged pupils, to skilfully adapt provision and respond to pupils' changing needs effectively. As a result, their actions have a positive impact on these pupils.

What it's like to be a pupil at this school

Pupils enjoy school and approach lessons with enthusiasm and curiosity at Bishops Itchington Primary School. They build the knowledge and skills they need for the future and typically achieve well. The school's values of responsibility, integrity, sustainability and empathy are more than a token list. Pupils understand what they mean and look like in action. For example, pupils explain that empathy means 'putting your feet in someone else's shoes'. Staff and pupils demonstrate these values. As a result, relationships in school are respectful. Each morning, staff greet families and pupils personally, creating a warm and welcoming start to the day. Pupils know it is important to come to school regularly and attend well.

Pupils' behaviour is excellent. Bullying is rare and dealt with effectively if it occurs. Pupils feel safe and are comfortable to share any worries with staff. Playtimes are happy. Older pupils lead reading groups, wellbeing ambassadors provide visible peer support, and pupils know that trusted adults and the Hive are available if they need help.

The school provides a wide range of opportunities that broaden pupils' experiences. Leaders ensure that all pupils participate, including pupils with special educational needs and/or disabilities and those who are disadvantaged. Activities include educational visits, residential visits, sports, music and clubs, helping pupils to discover and develop their interests and talents. Sustainability is a key focus, with pupils and staff working together to care for the local environment.

Pupils have a voice and are listened to. They lead assemblies and contribute to school improvements, such as the decision to building a new running track. Pupils develop a sense of responsibility and leadership through becoming buddies to younger children, and roles such as eco councillors and house captains. These experiences help pupils to become confident, considerate members of the school community. By Year 6, pupils are well prepared overall for the next stage of their education.

Next steps

- Leaders should ensure that the intended learning for each activity and lesson is clearly understood and delivered effectively so that pupils achieve consistently well across the school.

About this inspection

This school is part of Stowe Valley Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Ranjit Samra, and overseen by a board of trustees, chaired by Iain Geddes.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 13 and 14 October 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the chair of trustees, the CEO, local governors, the headteacher, deputy headteacher and other senior leaders during the inspection.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Jacqueline Sykes

Lead inspector:
Corinne Biddell, His Majesty's Inspector

Team inspectors:
Karen O'Keefe, Ofsted Inspector
Shelley Reeves-Walters, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

School and pupil context

Total pupils

232
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

240
Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

18.57%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

4.74%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

9.91%
Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	65%	62%	Close to average
2023/24 (final)	77%	61%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	74%	75%	Close to average
2023/24 (final)	80%	74%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	84%	72%	Above
2023/24 (final)	87%	72%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	84%	74%	Above
2023/24 (final)	80%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	47%	Close to average
2023/24 (final)	63%	46%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	75%	62%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	59%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	88%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	61%	Above
2023/24 (final)	63%	59%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	63%	67%	-5 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	75%	80%	-5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	78%	5 pp
2023/24 (final)	88%	78%	10 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	83%	81%	3 pp
2023/24 (final)	63%	79%	-17 pp

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Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	5.4%	5.1%	Close to average
2024/25 (3 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	4.5%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	14.0%	14.4%	Close to average
2024/25 (3 term)	13.3%	13.0%	Close to average
2023/24 (3 term)	8.7%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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