

Race Leys Infant School

Hurst Road, Bedworth, CV12 8AD

Inspection dates 18–19 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress throughout the school, whatever their circumstances or abilities.
- Children enter the Reception classes with skills and understanding below those typical for their age. By the end of Year 2, standards are above the national average.
- Standards went up considerably in the last school year in reading, and a similar improvement is taking place this year in writing.
- The school is very successful in helping pupils who have particular academic or personal difficulties. The support they get is tailored to their individual needs.
- Pupils behave well, enjoy learning and get on well with each other and with staff. They feel safe and secure in school.
- The headteacher has led colleagues effectively in improving the consistency of teaching and in raising achievement. Governors have supported this well.
- Under the guidance of the deputy headteacher, all teachers work together effectively to share their expertise and improve pupils' learning.
- Much improved systems to keep track of pupils' progress mean that staff soon identify any that need extra help, and provide it quickly.
- The school maintains excellent links with parents, who are very appreciative of its support for their children.

It is not yet an outstanding school because

- Teachers do not always check on how well pupils are making progress in lessons so they can put right misunderstandings or make sure they are concentrating fully.
- Marking does not always tell pupils how to improve their work.
- Sometimes pupils are not given work that is hard enough to really make them think, particularly in mathematics. As a result, they are not confident enough to put forward answers in case they make a mistake.

Information about this inspection

- Inspectors observed teaching in 13 lessons, and made several shorter visits to watch how pupils are taught reading, writing and phonics (how sounds are represented by different letters).
- Pupils were observed around the school, at break-times and lunchtimes, and in assembly. Inspectors listened to pupils in Years 1 and 2 reading, and had meetings with several groups of pupils from Year 2. Inspectors spoke with many other pupils informally.
- The inspection team examined a range of documents, particularly those related to safeguarding, and to keeping track of pupils' progress. Samples of pupils' work were examined, in books and on display.
- Discussions were held with members of staff, with governors and, by telephone, with a representative of the local authority.
- Inspectors took note of the 32 responses to the online questionnaire, Parent View, as well as the school's own recent survey of parental opinion. An inspector spoke informally to several parents at the start of the school day, and took note of a letter received from a parent.
- The team looked at 15 responses to a survey of staff opinions.

Inspection team

Steven Hill, Lead inspector

Additional Inspector

Linda Brown

Additional Inspector

Full report

Information about this school

- The school is below average in size for a primary school. The roll has fallen recently because of changes in the local population. There are currently two classes in the Reception year, and three in each of Years 1 and 2.
- The majority of pupils are from White British backgrounds, with a few from a range of minority ethnic heritages. Few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is average. The proportion of such pupils who are supported through school action plus or with a statement of special educational needs is also average.
- The proportion of pupils who are supported through the pupil premium is greater than in most schools. This is extra government funding to support the education of pupils who are known to be entitled to free school meals, children who are looked after by the local authority, and those who have a parent in the armed forces.
- A private pre-school provision operates from the school site. This is inspected and reported upon separately.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by ensuring that:
 - the marking of pupils' work always shows them how to improve it
 - teachers consistently check pupils' progress in lessons so they pick up on their misconceptions and deal with them quickly
 - teachers make sure that pupils maintain their concentration so that their learning does not slow down during parts of lessons.
- Give pupils more opportunities to tackle difficult work, especially in mathematics, so they think deeply about ideas, develop more resilience in tackling difficulties and cope more easily with making mistakes.

Inspection judgements

The achievement of pupils is good

- Children generally start in the Early Years Foundation Stage with attainment that is below that typical for their age. They make good progress and, by the end of the Reception year, reach standards that are broadly average.
- Pupils make good progress in reading, writing and mathematics during Key Stage 1 to reach standards that are above average at the end of Year 2. There has been some variation in standards from year to year, and between subjects.
- In 2012, standards fell to be average overall, although above average in mathematics. This year group had suffered from some disruption to teaching, and a number of pupils had had significant personal problems in their time in Year 2. The dip in standards still reflected good achievement since these pupils joined the school.
- Standards in mathematics have been a consistent strength for some time. Attainment in reading rose in 2013 to be the strongest subject, following a concentration on this by the school, and the adoption of a commercial scheme that linked together the learning of phonics, reading and writing in a systematic way. Pupils are enthusiastic, fluent and competent readers by the time they leave Year 2.
- This year, the previous improvement in reading is paralleled by a sharp rise in pupils' achievement in writing. Pupils in the current Year 2 are on track to reach above-average standards in all three subjects by the end of the year.
- Pupils who are supported by pupil premium funding achieve well. They reach standards better than those of such pupils nationally. Their attainment lags behind that of their classmates because of weaker starting points. For example, in 2013, in Year 2, the gap between these pupils' attainment and that of others in the year group was equivalent to two terms in reading and writing, and nearly three terms in mathematics. This gap has closed over the current year.
- Disabled pupils and those who have special educational needs make good progress. In class, they are given work at the right level of difficulty, and extra support if they need it. Their progress is often boosted by extra teaching outside class that is tailored precisely to their individual needs.
- The school's most-able pupils make good progress as they are given harder work and try hard to succeed. An above-average proportion of pupils reach the higher level 3 in national assessments at the end of Year 2, despite their low starting points when they enter the Reception year. However, their achievement is not outstanding because, as with their classmates, they do not have enough opportunities to tackle really difficult work.
- Pupils are developing good skills in physical education, and the impact of the work of a gymnastics coach, paid for by government's primary school sport funding, was apparent in Year 1, where pupils showed confidence in linking different movements and balances together.

The quality of teaching is good

- Teachers have good relationships with pupils and establish clear routines, so learning takes place in an orderly atmosphere. Most of the time, teachers give pupils interesting tasks that hold their

attention, so they concentrate well, work hard and try to succeed.

- Teachers explain things well to pupils, often demonstrating just what is wanted, so pupils are able to get on quickly and efficiently with their work. Good use is made of interactive whiteboards to illustrate ideas and clarify explanations.
- A strong focus on using writing in subjects other than English gives pupils good practice in using different kinds of writing, and is contributing to pupils' improved standards.
- Teaching in the Reception classes is good. A good balance is maintained between activities directed by adults and those that children choose for themselves. Good use is made of the outside area, and children develop the confidence to play sensibly without direct adult supervision. Higher-ability children are given really difficult work to tackle if they are capable of it. For example, one child worked intently and accurately using a hundred squares to subtract numbers such as 53-37.
- Teachers and other adults work very effectively to develop pupils' skills in English, particularly their phonics skills. To achieve this, all pupils work in a large number of small groups of similar ability for a substantial session each morning.
- Most of the time, teachers and other adults keep a careful eye on how pupils are doing in lessons, intervening quickly to deal with any misconceptions, and challenging those who succeed to improve their work. Occasionally, however, this is not done thoroughly enough, and pupils' misunderstandings are not addressed quickly.
- Teachers make good use of the school's assessment information to give less-able pupils work that is within their capabilities, and to give harder work to others. In Year 2, in particular, pupils are given work in writing, both in English and other subjects, that is difficult and that really takes their learning forward by getting them to think deeply about issues.
- Homework is set regularly and is of high quality. It is varied, interesting and well-designed to help parents and carers be involved in their children's learning.
- Marking is regular and clearly shows pupils what has been successful. In some classes and subjects, there is good practice in pointing out to pupils how they could improve their work, and pupils respond to comments, showing they have understood their teacher's advice. However, this is not consistent, and some comments do not show pupils how to improve their work. Practice is strongest in English and in Year 2. Marking tends to be weaker in writing in 'topic' books, and in some mathematics books.
- Pupils concentrate well, and those who find this difficult are generally engaged well by interesting activities and teachers' lively presentations. Occasionally, when the work they are given does not hold their interest, or other things distract them, some pupils do not concentrate and make slower progress than they should.
- In mathematics in Years 1 and 2, and in some writing tasks in Year 1, pupils do not have enough opportunities to tackle really demanding work, to make them think hard and deepen their understanding. In pupils' mathematics books, for example, many never get anything wrong. The school has identified that some pupils find it hard to cope with making mistakes in mathematics, and are sometimes not resilient if they get 'stuck' with their work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are keen to learn and work hard. Pupils' positive attitudes and good behaviour strongly support their good progress. They share equipment and materials sensibly, and they develop good collaborative skills through the many opportunities they are given to work in pairs and to discuss their ideas together. They have good relationships with each other, and boys and girls from different backgrounds play and work together cheerfully.
- Pupils and their parents agree that behaviour is good. Pupils understand and appreciate the systems of rewards and sanctions and believe they are fair.
- Pupils understand the nature of bullying and say that anything that hurts someone's feelings can be bullying. They acknowledge that occasional instances happen, or that sometimes some pupils are too rough, but they have great confidence that staff deal quickly and effectively with any problems that arise.
- Pupils are positive about different aspects of school, enjoy both work and play, and take a pride in what they achieve. They know their targets in reading, writing and mathematics, and are keen to make progress towards them. Pupils' enjoyment is now properly reflected in their attendance, which has improved considerably in the past year.
- In class, pupils generally concentrate well and listen attentively to their teachers or to each other. Occasionally, there are lapses in concentration when activities do not hold everyone's interest, and then the progress of some pupils can slow.
- The school's work to keep pupils safe and secure is good. Pupils feel safe as a result and parents are very confident that their children are looked after well. Pupils have a good understanding of e-safety for their age.
- The school has been very successful in helping pupils who find conforming to accepted norms of behaviour to do well. Staff make good use of expertise within and beyond the school, and liaise closely with parents. This helps these pupils to feel secure in school, improve their behaviour and to make good progress. A letter from a parent to the inspection team was full of praise for the help given to a child with particular difficulties.

The leadership and management are good

- The headteacher gives clear strategic direction to the school, and has put in place good systems to help the staff to accomplish their shared goals. She has established an effective staff team who work together to improve the school. There is a strong shared ethos of ensuring that all pupils are able to develop socially and academically.
- Central to much of the school's success has been the improved system to track pupils' attainment and progress. This has given leaders a clear overview of the progress made by individuals and groups, which they have used to identify and tackle any weaknesses in provision. The actions taken have strongly supported the improvements made in reading and writing over the last two years.
- These checks are complemented by regular monitoring of teaching, which is used to give feedback to individuals to help them improve their practice, as well as identifying school-wide issues, which the staff tackle as a team.

- Appraisal systems to manage teachers' performance set clear targets for teachers that include those related to the school's main priorities, as well as teachers' individual personal professional needs, and the progress of their pupils. Progress against targets is reviewed regularly and linked to pay increases. Suitable extra training for staff, both within and beyond the school, is provided to help teachers meet their targets.
- Records show a steady improvement in teaching quality, and the aspects of teaching that inspectors found needed improvement have already been identified as priorities by senior leaders. This year, the deputy headteacher has led a successful coaching programme, where teachers work alongside each other in the classroom to share expertise and help each other to raise the quality of teaching.
- Subject and other leaders, such as the special education needs leader, and the Early Years Foundation Stage leaders, are effective. They have good systems to monitor their areas of responsibility and take effective action to bring about improvements.
- The school has a wide variety of activities to help parents and carers become involved in their children's education and to keep them informed. These include some that are for all parents and carers, and some that are very carefully designed to target the needs of individual pupils and their families.
- The extra funding to develop physical education and sport is proving effective. The focus has been on making improvements sustainable. For example, the use of gymnastics coach has not only raised pupils' skills, but has improved teachers' understanding of teaching the subject. The school is systematically collecting evidence to show the positive impact of the project, both on teachers' confidence and pupils' performance.
- Pupil premium funding is spent well to give support to individuals and groups who are entitled to this help. Support is mostly targeted on academic progress, and the impact can be seen in the narrowing gap between the attainment of these pupils and that of their classmates. Funds are also used to provide personal and emotional support for those who need it, and to ensure that all eligible pupils are fully included in all aspects of school life.
- The local authority has had little direct involvement with the school in the last two years, because of limited resources and the greater needs of less successful schools. However, the school has benefitted from buying in specialist expertise from the local authority. The school has also made good use of the shared expertise within a consortium of local schools, originally set up by the local authority. This has been particularly valuable in ensuring that teachers' assessments are valid and accurate.
- The school provides an interesting range of activities that enhance pupils' interest and their achievement. Good provision is made for pupils' spiritual, moral, social and cultural development. Weaknesses in pupils' opportunities to learn about different people from around the world, identified as an issue at the last inspection, have been eliminated. The school now has a successful link with a school in India.
- **The governance of the school:**
 - Although many governors are relatively new to their role, they have established good systems to find out about the school's strengths and weaknesses. These enable them to challenge senior staff, to offer support, and to help set the strategic direction for the school. They make good use of the data from national assessments as well as the school's own data to keep a clear track of pupils' progress. They understand the spending of the pupil premium funding, and have focused on ensuring that this is having a positive impact on the progress of eligible

pupils. Through suitable involvement in performance management systems, they have a good grasp on the quality of teaching in the school and the greater consistency of teaching being achieved this year. Working with senior staff, they have ensured that systems are in place to tackle issues in teaching, and to reward only good performance. The governing body has made sure that procedures to safeguard pupils meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125616
Local authority	Warwickshire
Inspection number	431530

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	David Chambers
Headteacher	Judith Ward
Date of previous school inspection	15 June 2009
Telephone number	024 7631 2221
Fax number	024 7649 4199
Email address	admin2614@welearn365.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

