

# Race Leys Junior School

Barton Road, Bedworth, CV12 8HG

## Inspection dates

17–18 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
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.

- Since September 2012, leaders have pursued a relentless and effective drive to improve achievement and eradicate poor teaching.
- Pupils achieve well. The vast majority of pupils make good progress. They are currently reaching standards ahead of the latest national averages in reading, writing and mathematics at the end of Year 6.
- Teaching is good because teachers make accurate checks on how well each pupil is achieving. They use this information well to provide pupils with work that helps them make good progress.
- Leaders regularly carry out detailed checks on the quality of teaching and learning.
- Pupils feel safe in the academy and their behaviour is good.
- Pupils' good attitudes in lessons contribute well to their vastly improved rates of progress.
- Pupils who are known to be eligible for additional funding (pupil premium) and disabled pupils and those who have special educational needs make good progress because of the helpful support they receive.
- The headteacher is strongly supported by senior leaders, a knowledgeable governing body and an excellent partnership with the academy trust.
- Most parents are highly positive about the academy and the education given to their children. They say that their children's experience has been transformed since the formation of the academy.

### It is not yet an outstanding school because

- Standards in writing are not as high as in reading and mathematics. Pupils do not have regular opportunities to write at length in subjects other than English.
- Subject leaders, other than in English and mathematics, are not ensuring that learning builds on what the pupils are already able to do.
- Teachers' marking and comments do not always explain to pupils how to improve their work. Pupils do not habitually act on teachers' comments and this restricts how well their work improves.

## Information about this inspection

- Inspectors observed 15 lessons involving nine teachers. Two of the lessons were observed jointly with academy leaders.
- The inspectors held discussions with academy leaders, staff and governors. The lead inspector had a telephone conversation with a representative of The Griffin Trust.
- Inspectors observed the academy’s work and looked at documentation, including improvement plans, the systems for tracking pupils’ progress, the arrangements for safeguarding pupils and samples of their work. They heard groups of pupils reading and spoke with them about behaviour and safety arrangements at the academy.
- Account was taken of the 37 responses to the online questionnaire, Parent View, and the views expressed by those parents who spoke with the inspectors at the start of the school day. The inspectors also considered 18 staff questionnaires.

## Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Rona Mackenzie-Batterbury

Additional Inspector

## Full report

### Information about this school

- This academy is an average-sized school of its type.
- The academy joined The Griffin Trust in September 2012. The academy has seen a large number of staff changes in the five terms it has been open.
- The special measures that applied at the time of the academy's first monitoring visit by Her Majesty's Inspectors (HMI) in March 2013 were removed following that inspection.
- Most pupils come from a White British background.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. This applies to one pupil in every six. One pupil in every 13 is supported at school action plus or with a statement of special educational needs, which is a below-average proportion.
- About one in every three pupils is supported by the pupil premium (additional government funding for pupils who are known to be eligible for free school meals or who are in care). This is an above-average proportion.
- The governing body manages a daily before-school club.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Improve teaching and pupils' attainment in writing by making sure that:
  - pupils have opportunities to write at length in subjects other than English
  - pupils attain as well in writing as they do in mathematics and reading
  - teachers' marking and comments consistently explain to pupils how they can improve their work
  - pupils act on the advice given in marking and improve their work.
- Develop the role of subject leaders, other than for English and mathematics, in checking that what is taught in subjects builds on what the pupils are already able to do.

## Inspection judgements

### The achievement of pupils is good

- The achievement of pupils has improved significantly in the short time the academy has been open and is, currently, good. The attainment of older pupils is improving rapidly. The proportion of Year 6 pupils attaining at or above the levels expected for their age by the end of Key Stage 2 has risen. Rapid improvements in the quality of teaching have led to better achievement.
- In the 2013 national tests for Year 6 pupils, attainment was above average in English grammar, punctuation and spelling and a little ahead of national performance in other subjects. The academy's data predict the trend of rapid improvement is likely to be continued in 2014 for the current Year 6 pupils.
- The work seen in pupils' books, in lessons and the academy's own records of pupils' progress show that the vast majority of pupils, including those who are most able, are making good progress in reading, writing and mathematics. This is because teachers motivate and set challenging tasks which the pupils are eager to complete successfully. Gaps in attainment between different groups of pupils have closed quickly.
- The academy's work to improve pupils' progress in mathematics has been rapid and effective. Pupils' standards are rising and the progress they are making is rapidly improving. The vast majority of pupils are currently making good progress in the subject, as shown by the academy's tracking data for each term.
- The academy's records show that, over the last year, the quality of pupils' writing has improved, but standards are still lower than in reading and mathematics. This is because a few pupils currently lack confidence with spelling, punctuation and sentence construction. Pupils do not have regular opportunities to enhance their skills by writing at length in subjects other than English.
- Throughout the academy, the enjoyment of reading is promoted extremely well, as shown by pupils' good progress and the high levels attained in testing at the end of Key Stage 2. Year 5 pupils said how much they enjoyed the class reader *Wind in the Willows* and the regular guided reading sessions with their teacher.
- The vast majority of most-able pupils are making good progress to reach standards above those expected for their age in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make good progress because they receive well-targeted support. Pupils are helped with their work in and out of class.
- Additional (pupil premium) funding is used effectively to provide additional teaching assistants and a wide range of support activities for eligible pupils. In 2013, the attainment of Year 6 pupils supported by the pupil premium was the equivalent of four terms behind their classmates in reading and writing, and two terms behind in mathematics. Currently, the vast majority of eligible pupils are making good progress. Although gaps in attainment still remain in some year groups, they are closing quickly. As a result, these pupils are, currently, approximately one term behind other pupils.
- The academy uses its primary sports funding to commission a specialist teacher to teach physical education to all pupils and to take sports clubs after school. It is also used to increase participation in inter-school competitions, for teacher training in sport and to purchase new

equipment. Currently, the vast majority of pupils take part in an academy club. The specialist teacher monitors the impact of the funding closely.

## **The quality of teaching is good**

- Good teaching is enabling most pupils to achieve well, particularly in literacy and numeracy. Inadequate teaching has been eliminated. Writing, reading and mathematics are now taught effectively. Pupils make use of vibrant displays and examples of work on walls, which they refer to when working in class.
- Teaching has improved rapidly. Senior leaders have focused on developing teaching through effective training, support and rigorous evaluation of its impact on pupils' learning. Teaching staff are given specific areas for improvement, which they willingly implement.
- Most pupils enjoy their learning and are eager to do their best. During the inspection, many pupils, both boys and girls, were highly motivated by work which focused on the soccer World Cup. Most listen attentively in lessons, settle promptly to their tasks and try hard. Pupils are always keen to rise to any challenges that they are given.
- Teachers and teaching assistants challenge pupils effectively, securing good understanding. This was seen in Year 6 where pupils were solving problems. The pupils were seen to advance their understanding by sharing their ideas with each other using precise mathematical language. Their high level of engagement allowed the teacher to support, extend and challenge individual pupils well.
- Progress is best when teachers respond effectively to how well pupils are learning. For example, in a Year 6 mathematics lesson, pupils' successful learning enabled the teacher to increase the level of challenge as the lesson progressed. Because the work stretched all pupils' thinking and skills well, they made good progress. Similarly, in a Year 4 writing lesson, the teacher clearly explained misunderstandings so pupils could use descriptive language in their own writing successfully.
- The most-able pupils are suitably challenged and well motivated to do their best. As a result, they learn well. The proportion reaching the higher levels in the national tests at the end of both key stages is rising rapidly.
- Although improving, the teaching of writing is not ensuring all pupils have the opportunity to write at length in subjects other than English. Spelling and grammar were successfully taught to Year 6 last year. However, teaching these skills in other year groups is less effective.
- Teachers and teaching assistants support pupils' learning well. Throughout the academy, assistants support disabled pupils and those who have special educational needs effectively so they make the same good progress as other pupils. Some are especially skilled in activities that support pupils' emotional well-being and behaviour. They have a beneficial impact in such areas.
- There are many occasions when teachers benefit from the expertise of other staff. The assistant headteacher and the specialist physical education teacher are having a major impact on improving teachers' skills.
- Marking of pupils' work is regular, with some examples of specific feedback that helps pupils to improve further. However, this is not consistent throughout the academy. Occasionally, pupils are not given the time to act on the written comments and do not follow the good advice

provided in subsequent lessons, restricting how well their work improves.

## **The behaviour and safety of pupils** are good

- Pupils thoroughly enjoy academy life. They show care and respect to each other and adults. As a result, exceptionally positive relationships between staff and pupils are evident.
- The behaviour of pupils is good. Pupils have a very clear understanding of the rewards and consequences of their behaviour and are very mindful of the academy's systems. As a result, learning is not interrupted.
- Academy records show that the good behaviour seen during the inspection is typical of behaviour over time. Pupils and parents say behaviour has improved markedly. At playtimes and lunchtimes, pupils play harmoniously. Many clubs ensure that pupils have a range of activities to choose from and these enhance their learning.
- Pupils work cooperatively in lessons and this contributes to how quickly they learn. Staff praise pupils warmly so all feel good about themselves and want to learn.
- Pupils play an active role in ensuring a happy, well-organised academy. They say that their views are listened to. Opportunities to be house captains, sports prefects, office monitors and play leaders have a positive effect on their personal development.
- Pupils are aware of the different types of bullying and are confident that if it should occur, the staff would quickly help them to resolve the problem. The academy's records confirm that incidents of bullying have reduced rapidly and are now rare.
- The academy's work to keep pupils safe and secure is good. All statutory arrangements for safeguarding are met. Pupils say they feel very safe in the academy. They have a very good understanding of how to keep themselves safe in a variety of situations because they are taught a wide range of aspects about staying safe, including those relating to the use of the internet.
- Pupils' attendance has improved because of the work the staff have done to encourage parents to ensure that their children attend regularly and on time. In 2013, pupils' attendance was at the national average.
- Virtually all the parents are positive about the management of pupils' behaviour. They say that their children feel very safe in the academy and that they are well cared for.
- Pupils who attend the breakfast club get a good, healthy and sociable start to the day. The breakfast club has helped to improve the attendance and punctuality of some pupils.
- Behaviour and safety are not yet outstanding because a few pupils need adult support to help them focus on their learning.

## **The leadership and management** are good

- The headteacher and senior leaders have successfully driven forward improvements since the formation of the academy. Along with effective support from the academy trust, this has resulted in rapid improvements in teaching, behaviour and pupils' achievements.

- The accurate evaluation of the academy's strengths and weaknesses, combined with the record of improvement, show that leaders have a strong capacity to improve the academy further. Plans for improvement are realistic and focused on appropriate aspects. The headteacher has managed developments and the many staff changes well so there is a common sense of purpose. Staff morale is high.
- Senior leaders check the quality of teaching rigorously by regularly observing lessons, examining pupils' work and providing constructive feedback. Staff benefit from well-planned, additional training.
- The systems used to check how well individual pupils are progressing are very thorough. These tracking systems enable leaders to evaluate how different groups and individuals are achieving. Those who need extra help are quickly identified and supported.
- Leaders manage the performance of staff well by setting challenging targets based on the progress of pupils. This means that teachers are held to account by how well pupils achieve, so that any promotion is justified.
- Leadership of English and mathematics is strong. For example, leaders are aware that a few older pupils do not have the confidence to apply their mathematical skills. They have taken rigorous steps to address this by introducing daily 'maths meetings' which focus on basic skills. However, other subject leaders have not had the opportunity to check that learning builds on what pupils can already do in their subjects.
- The breadth of learning opportunities fosters a love of learning and contributes well to pupils' spiritual, moral, social and cultural development. There is a significant focus on literacy and numeracy, which are key priorities for the academy. Visits, opportunities to sing, to take part in sporting activities and close links with the local community add further enrichment. Activities outside the timetable extend pupils' learning well. Physical education and sport are quickly becoming a strength of the academy. However, the potential to develop pupils' writing skills more extensively through work in other subjects is not strongly developed.
- The Griffin Trust has provided highly effective and regular support for the academy. Very good use is made of this expertise and training provided which has supported the improvements to teaching since the academy's opening, and ensured that leaders' view of the academy's effectiveness is accurate.
- The academy successfully promotes equality of opportunity, fosters good relationships and tackles discrimination.
- The headteacher understands the needs of the local community and has established links which parents, pupils and staff welcome and value. Partnerships with parents are developed effectively and start with a well-managed introduction to the academy. The fact that the headteacher is on the playground every morning is much appreciated by parents.
- Leadership and management are not outstanding because initiatives to improve pupils' achievements have not yet been translated into higher attainment across all year groups.

### ■ The governance of the school:

- Governors and representatives from The Griffin Trust visit the academy regularly and know it well, including its strengths and areas for development. This is because they have a good understanding of the information showing pupils' progress and use it to hold the headteacher to account for the quality of teaching and standards in the academy. They have effective procedures to manage the performance of the headteacher and make sure pay rises for staff are deserved by teachers' success in enabling pupils to make progress. They endorse the actions taken by leaders to improve the quality of teaching. Governors undertake training to enable them to fulfil their roles, including checking the impact of the academy's work on raising pupils' achievement and on all aspects of safeguarding. They carefully monitor the progress of pupils eligible for pupil premium funding and make sure that this extra resource is being spent effectively to raise the achievement of eligible pupils. They also have suitable procedures for monitoring the impact of the new sports funding on pupils' health, well-being and sporting achievement. Safeguarding meets all statutory 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

<b>Unique reference number</b>	138431
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	426889

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

<b>Type of school</b>	Junior
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sheila Hancox
<b>Headteacher</b>	David Harding
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	02476 490644
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