

Leamington Hastings CofE Infant School

Birdingbury Road Hill, Leamington Hastings, Rugby, CV23 8EA

Inspection dates

4–5 December 2014

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, together with her senior leader, has been the major driving force behind improved teaching and raised achievement.
- Governors provide strong leadership. They have developed their roles in order to provide a good balance of support and challenge for senior leaders. Their challenging questions contribute to continued improvement in the quality of teaching and pupils' progress.
- Children make a good start in the Early Years Foundation Stage because they are taught well and learning is fun.
- Pupils behave well and feel very safe, knowing they are part of a very caring community. The staff go to great lengths to support pupils and their families.
- Teachers and teaching assistants work well together to plan activities that capture pupils' imagination. This ensures pupils are keen to learn.
- The school is particularly good at helping disadvantaged pupils, disabled pupils and those with special educational needs to achieve at least as well as other groups. Some of these pupils make outstanding progress.
- The school promotes British values well. Staff reinforce these values regularly. As a result, pupils are well prepared for their future lives in modern Britain.

It is not yet an outstanding school because

- When teachers mark work, they do not always let pupils know clearly what they need to do to improve it.
- Pupils do not get enough practice in using their writing and mathematical skills in different subjects.
- Standards in writing is not as high as in reading or mathematics throughout the school.
- Leaders do not analyse the achievement of different groups thoroughly. This makes it difficult to identify how pupils' progress can be improved further.

Information about this inspection

- The inspector observed eight lessons and two assemblies, and talked to pupils about their progress and the work in their exercise books. Two of the visits to classrooms were undertaken jointly with the headteacher. He observed the headteacher reporting back to the teachers on her findings regarding the quality of teaching, learning and pupils' achievement.
- Pupils' behaviour and attitudes were observed in lessons, assemblies, playtimes, when they moved around the school, during lunchtime, and at the beginning and end of the school day. The inspector heard pupils from Key Stage 1 speak about their perceptions of the school.
- Work from children in the nursery and reception classes and pupils in Key Stage 1 was scrutinised in literacy and mathematics, science, history and religious education.
- Meetings were held with members of staff, groups of pupils and the Chair of the Governing Body. The lead inspector spoke on the telephone to a representative of the local authority.
- The inspector took into account the 36 responses to the online survey, Parent View, and parents' written comments, and held informal discussions with a random sample of parents.
- The inspector considered the views expressed in the survey responses from 11 members of staff.
- Documents reviewed included the school's self-evaluation summary and improvement plan, arrangements for safeguarding, and records of observations of teaching, pupils' progress, behaviour and attendance. In addition, the inspector considered notes from governors' meetings and the school's policies for supporting disabled pupils and those who have special educational needs and those eligible for the pupil premium.

Inspection team

Terrance Mortimer, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- Nearly all the pupils are from a White British background. Less than 10% speak English as an additional language.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is about 2%. This is well below the national average.
- The proportion of disabled pupils and those who have special educational needs is about 31%, which is above the national average.
- The school is a member of Consortium 12 Rugby Rural and East that provides school-to-school support.
- Pupils leave the school at the end of Year 2 so the government's floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6, do not apply.
- The early years provision includes full-time nursery and reception places.
- The governors run a before- and after-school club.

What does the school need to do to improve further?

- Raise attainment, especially in writing, by:
 - ensuring that teachers' marking gives pupils clear guidance on what they need to do to improve their work
 - giving pupils more chances to use their mathematical and writing skills developed in numeracy and literacy lessons in other subjects.
- Strengthen leadership and management further by:
 - gathering more detailed information on the starting points of pupils, especially those who join partway through the school year or in different year groups
 - thoroughly analysing data on the attainment and progress of different groups of pupils.

Inspection judgements

The leadership and management are good

- The school is led well by the headteacher and other senior leader. Their strong commitment to improvement has resulted in better teaching and a sharp rise in attainment in this current year. Senior leaders know their school well. They have an honest, accurate view of its strengths and weaknesses. The school improvement plan is directed at the right key priorities.
- Staff are proud to work in the school. Very positive relationships between adults, including the parents, and pupils provide a good environment for learning where pupils can flourish academically and socially.
- Leaders use effective procedures to monitor and improve the quality of teaching and learning. The headteacher gives teachers good guidance on how to improve their skills. With the early years leader, she ensures that staff training is chosen carefully in line with individual needs. The school makes effective use of expertise from the local consortium to improve the quality of teaching.
- The school has prepared well for changes to the way in which pupils' progress is measured and how the National Curriculum is taught. From the nursery onwards, the curriculum includes strong links between subjects, with a sharp focus on learning key skills. It particularly helps pupils to develop creativity and challenge themselves. This makes a major contribution to their spiritual, moral, social and cultural development. Pupils learn first-hand about other religions and cultures. They develop a good understanding of life and values in modern, democratic Britain and make meaningful comparisons of religions and cultures that are different from their own.
- Senior leaders monitor the progress and attainment of all individuals in great detail to ensure that all pupils are making at least good progress. The information gained is used effectively to provide individual support when necessary. However, they do not analyse the performance of different groups so effectively, such as the many pupils who joined Year 2 from other schools in 2014. This makes it difficult to identify how progress can be improved to outstanding.
- The primary school sport funding is used to good effect to broaden sporting opportunities for pupils, while developing the expertise of staff using specialist coaches. This has given pupils more opportunities to try activities such as gymnastics and street dance. Staff can see that the pupils' physical stamina is much stronger as a result.
- The school takes great care to prevent discrimination and ensure that all pupils have an equal opportunity to succeed. For example, it uses pupil premium funding very effectively to ensure that the very small number of eligible pupils make the same good progress as their classmates.
- The Early Years Foundation Stage is led and managed well. Links with parents of children in the nursery and reception classes are particularly strong. Parents throughout the school contribute well to their children's learning, especially in helping them to read.
- The local authority has provided limited support until this current year, when it changed its approach to helping schools. A local authority consultant is to provide support in improving data gathering.
- **The governance of the school:**
 - The governors bring a wide range of skills to their role. Several are regular visitors to the school. Those who spoke to the inspector had an accurate view of its strengths and areas for further improvement.
 - They have a good understanding of data on pupils' achievement and how this compares with other schools. They check carefully on the impact of initiatives to develop pupils' personal development and academic achievement, as both are highly important to them. Recently, they have demonstrated that they can influence school improvement by challenging leaders about the standards in writing and the 2014 results.
 - Governors have an accurate overview of the quality of teaching and how it is directly linked to staff pay, and understand how any underperformance would be tackled. They are fully involved in managing the headteacher's performance, and draw on outside advice as necessary. They have sought the advice of

the local diocese to help the school continue to improve, including investigating the potential to join a multi-academy trust.

- Governors manage finances well. They understand how the pupil premium funding has been spent and where it has been most successful in raising pupils' achievement.
- The governing body makes sure the school meets statutory safeguarding requirements, including through its understanding of routine health and safety checks. The procedures for keeping pupils safe are well established and highly effective.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. They are polite and show care and consideration for others. Parents who spoke to the inspector share this view, as do those who responded to the school's parental survey. One reported that 'behaviour is brilliant and staff lead by example'. All staff show high expectations of pupils' conduct and manners at all times. Consequently, lessons are rarely disrupted by inappropriate behaviour.
- Pupils behave well in lessons, and at lunchtimes and playtimes. Their good conduct around the school makes a significant contribution to the positive attitudes that pupils display to each other. Not all pupils challenge themselves to achieve as much as they can in lessons or present their work to the highest possible standard.
- Pupils are aware of the difference between bullying and unkind behaviour. They say that bullying is rare and know that adults will help find solutions to any problems.
- Well-trained teaching assistants manage pupils who sometimes have trouble controlling their behaviour superbly. They adapt activities to ensure these pupils achieve well in lessons. A pupil told the inspector, 'I sometimes find concentrating hard, but Mrs... gives me the help I need to keep going.'
- Exceptionally strong links with outside agencies contribute to supporting pupils and their families who may be at risk of being vulnerable. All staff, volunteers and governors go the extra mile in ensuring pupils develop their capacity to cope with changes in family circumstances.
- Attendance levels have improved over time and are now above the national average. Pupils are keen to come to school because they feel very safe and enjoy learning.

Safety

- The school's work to keep pupils safe and secure is outstanding. Safe practices are fully embedded in all aspects of its work.
- Pupils are acutely aware of how to keep themselves and others safe. They know all about the dangers of the internet and can give very good examples about what to do to keep safe online.
- Safety is emphasised in all school activities, as was seen in the care children took handling the tools to make their Christingle. Leaders and governors go to great lengths to keep the school and its pupils safe.

The quality of teaching

is good

- Good-quality teaching enables pupils to make good progress and achieve well. Teaching has improved since the last inspection, and is characterised by high expectations and engaging lessons.
- Literacy skills are taught effectively across the school. Effective training and monitoring of performance have given staff greater confidence in teaching reading and writing.
- The teaching of phonics (the sounds letters make) has greatly improved and is now well established across the school. Children in the Reception classes rapidly develop the basic skills needed to read and write. Teaching in Year 1 and 2 builds very well on this good start.

- In the Early Years Foundation Stage, staff focus their attention on developing children's spoken English very effectively. Children who initially speak little or no English quickly gain the confidence to speak in simple phrases.
- Teachers plan interesting activities that promote good learning. They expect pupils to work hard and behave well. They also encourage pupils to assess for themselves how well they have understood what they have been taught. As a result pupils are beginning to know how much progress they have made, and this motivates them to work hard.
- Teachers assess pupils' progress more regularly than in the past. Each term, they check progress in reading, writing and mathematics. They then use the information to monitor any pupils who might fall behind and provide extra help if needed. This has contributed to the rise in attainment.
- The adult support for pupils who have special educational needs is good and they are taught well. The extra help they get in the classroom and at other times is effective because it focuses well on the individual needs of each pupil.
- Occasionally, the most able pupils are not given sufficiently demanding activities in mathematics and writing. They sometimes waste time on work that is too easy, or are not provided with challenging work right from the start of lessons.
- The teaching of mathematics and writing is generally good, but pupils' work shows that their basic skills in English and mathematics are not used or practised enough in other subjects such as science. The school is beginning to tackle this, for example through encouraging pupils to do extended writing on the Romans, but this has not yet gone far enough to raise standards.
- Teachers' day-to-day marking is not always helpful. In mathematics, pupils are given advice on what they do well, but they are not shown how to improve their work and the most able pupils are not sufficiently challenged to develop their skills further. Teachers do not show how writing can be improved using more appropriate vocabulary, or what the next mathematical challenge is to be.

The achievement of pupils

is good

- Children enter the nursery with skills that, overall, are broadly typical for their age. However, their early language skills are weak. All children make good progress throughout the Early Years Foundation Stage. Last year, an above-average proportion achieved a good level of development by the end of Reception.
- Standards at the end of Year 2 have risen overall since 2012. A dip in 2014 was mainly linked to the unusually high number of pupils who entered and left Year 2 during the year, which had a negative effect upon standards and progress, especially in writing. The senior leadership team recognised that the school needed to focus on improving pupils' language and literacy skills and the quality of teaching. Both have been accomplished successfully.
- Current pupils are making good progress in Years 1 and 2 because they are taught well. School data show that pupils' progress accelerates during Year 2. The 2014 standards in Year 2 were average in reading, writing and mathematics. This represented good progress, given the limited language skills of some pupils on entry.
- Pupils currently in Year 2 are on track to achieve standards that are above national expectations for their age. This represents at least good progress, given that the attainment of this particular group of pupils was well below average when they entered Year 1.
- Pupils make good progress in reading and writing because teachers are knowledgeable and have improved their skills. Pupils are encouraged to read more regularly at home and in school. The impact can be seen in the improved results in the national Year 1 phonics screening check in 2014.

- New initiatives have been introduced to encourage pupils, particularly boys, to become very confident young writers. More pupils now make very good progress in writing throughout the school, and standards are rising.
- The disabled pupils and those who special educational needs have very positive attitudes and want to succeed. The support they receive is carefully directed and helps them to achieve well. In Year 2, some make outstanding progress.
- The current group of disadvantaged pupils is too small to be able to comment on their standards at the end of Year 2 without risk of highlighting individuals. However, the school's information for 2014 shows that attainment gaps between eligible pupils and other groups are negligible across all years. They typically make very good progress, even better than other groups.
- Until recently, the most able pupils did not always make as much progress as they should, particularly in mathematics and writing. School data show that their current progress is good, especially in mathematics and reading. The recent reorganisation of older pupils into groups means that the most able pupils are now benefiting from more demanding work. Other initiatives to extend their mathematical and writing skills are too recent to have shown results.

The early years provision

is good

- Most children start in the nursery with skills and knowledge that are broadly typical for their age, although lower in speaking and listening, reading, writing and their understanding of numbers and counting. They make good progress in the nursery and enter the Reception class with improved skills in all areas of learning, although their language development still lags behind.
- Because of good teaching, children continue to make good progress in the Reception class. This ensures they are well prepared for Year 1.
- Children are keen to learn and show great levels of concentration when working on their own. This was demonstrated when one child was determined to beat their own score in identifying the sounds on the cards. Children show good behaviour and attitudes to learning, for example when role-playing patiently with one another. Adults provide timely support and encourage children to make their own choices right from the start.
- Children are absorbed in their learning as adults provide exciting activities that are well matched to their abilities and interests. An extremely successful focus on encouraging children to talk about their learning is developing their speaking and listening skills.
- Leadership and management are good. Staff systematically track how children improve their skills through play, modify activities in response, and share this information with their parents.
- Adults promote children's early reading skills well through a daily phonics lesson. They encourage active participation, and this is developing children's enjoyment in learning letters and the sounds they make. The mathematics area is well equipped to encourage children to engage in early number work.
- Parents are encouraged to play an active role in their child's learning. Regular newsletters and good communication promote a partnership between school and home. The staff have created very good 'learning journeys' that detail children's achievements. Parents contribute to these by recording children's activities and achievements at home.

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	125672
Local authority	Warwickshire
Inspection number	449772

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	50
Appropriate authority	The governing body
Chair	John Owen
Headteacher	Rose Plumbley
Date of previous school inspection	26 May 2010
Telephone number	01926 632359
Fax number	01926 632359
Email address	admin3180@welearn365.com

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