

# Inspection of a good school: Boughton Leigh Infant School

Wetherall Way, Brownsover, Rugby, Warwickshire CV21 1LT

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Inspection dates: 5 and 6 July 2022

## Outcome

Boughton Leigh Infant School continues to be a good school.

## What is it like to attend this school?

Boughton Leigh Infant School is a caring, inclusive school where pupils feel safe and looked after. Pupils told inspectors, 'You need to be kind and helpful'. Inspectors saw that pupils heed this advice as they follow their 'STARFISH' values.

Leaders are ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). In Nursery and Reception, children get off to a good start learning to read. Pupils with SEND are fully included in all that the school does. They are very well supported by teachers who know them well.

Pupils are polite and well behaved. They listen to teachers in lessons and follow routines around school. Pupils can explain what bullying is. They say that it hardly ever happens. They know that, if it did, teachers would step in. Pupils say that there is always an adult in school to talk to if they feel worried.

Pupils enjoy the activities that leaders plan for them. For example, pupils recently worked with a local illustrator to design book covers. Others enjoyed travelling by double decker bus to a school football festival.

## What does the school do well and what does it need to do better?

Leaders and staff have high expectations for all pupils, including those with SEND. This starts in Nursery, where children listen carefully to one another and their teacher. For example, they delighted in sharing one thing they enjoyed from visiting their new class as part of transition morning. Pupils behave well and take pride in their work.

Leaders have prioritised reading. This includes children with SEND. Leaders ensure that all staff follow a consistent and effective approach to the teaching of phonics. They assess pupils regularly. Leaders then match what pupils are learning to what they need next and ensure that those who are falling behind receive support to catch up. Pupils practise reading the sounds they learn in the books they take home. They also enjoy selecting

books from the library bus on the playground. By Year 2, many children read fluently, with expression and understanding.

In mathematics, leaders have also ensured that there is a clear and sequential approach to the curriculum. What pupils learn builds logically from Nursery through to Year 2. Leaders have ensured that teachers know exactly what pupils should be learning, and when. Teachers know how to identify when pupils might need extra support. They quickly put this in place.

In foundation subjects, leaders know that there is still some work to do. Leaders have thought about what they want pupils to learn in each subject. They have identified key vocabulary for pupils to learn. For example, in design and technology, pupils learn about fixed and free axles in their mechanisms topic. However, in some subjects, leaders have not identified and shared precise end points with teachers. Teachers do not always know what pupils have learned before and how to build on this in current learning.

Leaders have begun to develop assessment in foundation subjects. However, systems are not yet precise enough. They do not enable teachers to identify specifically what pupils know and understand. This means that teachers cannot use assessment information to check if pupils know what they need for their later learning.

Leaders and teachers know pupils and their families well. They work with community organisations to support families who need help. However, leaders do not yet collect, connect and share information in a systematic way. Some important information is not recorded, for example some incidents where pupils are not kind to each other.

Leaders want pupils to leave Boughton Leigh Infant School as ready for their next steps as they can be. Leaders plan a range of clubs and opportunities. For example, some pupils attend early morning football club, which they really like. Others enjoy dancing at street dance club. However, leaders have not made the most of every opportunity to broaden pupils' horizons beyond what is available locally.

Among staff, there is an ethos of 'caring and sharing together.' Staff support one another. For example, they work together to develop subject knowledge. Leaders, including governors, care about staff's well-being. Staff appreciate this and feel listened to. They are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular training. Staff know how to identify and respond to concerns when pupils may be at risk. Leaders follow up concerns promptly. They know pupils and their families well. Leaders use external agencies to support families and pupils, where appropriate. However, not all the information that leaders have is systematically recorded and linked together.

Leaders carry out the required checks to ensure that all adults are safe to work with children.

Pupils know to speak to a trusted adult if they have concerns.

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

### **(Information for the school and appropriate authority)**

- In some foundation subjects, leaders have not pinpointed the end points that pupils are building towards. As a result, teachers do not always know exactly what pupils should have learned previously, and how they need to build this into current learning. Leaders should continue to develop the curriculum in foundation subjects so that the ambitious end points that pupils are working towards are clearly identified and shared, so that all teachers know precisely what pupils need to remember long term.
- Leaders have not yet ensured that assessment is consistently thorough and accurate in the foundation subjects. As a result, teachers cannot identify if pupils have the specific, detailed knowledge and understanding that they need for future learning. In foundation subjects, leaders should ensure that assessment checks if pupils know and remember, long term, the building blocks of knowledge that they will need to subsequently draw on.
- Leaders have not yet ensured that the range of information they have about pupils is systematically recorded and linked together in order to pick up the signs that a pupil needs support. Leaders should ensure that the new electronic system they have planned to introduce makes the most of the information they have, to support all pupils and keep them safe.
- Leaders have not yet ensured that they maximise chances for all pupils to access a wide and rich range of opportunities to broaden their horizons. As a result, some pupils do not benefit from activities which would enable them to look beyond what is in their locality. Leaders should ensure that they continue to develop and broaden their enrichment offer so that all pupils benefit from these opportunities.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in July 2012.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	125603
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10211360
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Matthew Blood
<b>Headteacher</b>	Andrew Moorcroft
<b>Website</b>	<a href="http://www.boughtonleigh.co.uk">www.boughtonleigh.co.uk</a>
<b>Date of previous inspection</b>	2 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school offers wraparound care for pupils at the school.
- The school does not make use of alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.

- During the inspection, the inspectors carried out deep dives in these subjects: reading, mathematics and design and technology. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors also looked at curriculum plans and spoke to leaders about other subjects.
- The inspectors held meetings with the headteacher, deputy and assistant headteachers, the special educational needs coordinator and governors.
- The lead inspector spoke to an independent school improvement partner who works with the school.
- Inspectors observed some pupils reading to staff. Pupils were observed at lunchtime and on the playground. Inspectors spoke to groups of pupils.
- To evaluate safeguarding, inspectors met with the designated safeguarding lead, looked at the single central record of recruitment checks, looked at safeguarding records and talked to pupils and staff.
- Inspectors considered the responses to the online survey, Ofsted Parent view, including the free-text comments. The inspectors spoke with parents at the school gate. The inspectors took account of the responses to the online questionnaire for staff. Inspectors also reviewed responses to the pupil questionnaire.

## **Inspection team**

Rachel Henrick, lead inspector

Her Majesty's Inspector

Ian Tustian

Her Majesty's Inspector

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