

Inspection of Bilton Infant School

Magnet Lane, Bilton, Rugby, Warwickshire CV22 7NH

Inspection dates:

17 and 18 October 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils feel happy, safe and cared for at this school. They know that if they have a worry or concern, they could tell an adult and that they would 'help them to make things better'. Most parents agree that their children are well supported.

Recent changes in staffing at this school have meant that new ways of doing things have been introduced. These changes have resulted in pupils settling well at school and are getting new opportunities to visit new places and do new things. Most parents have started to see this happening.

Pupils who have special educational needs and/or disabilities (SEND) now get the support they need to be successful. This is an inclusive school that is increasing opportunities for all pupils to develop their interests outside of the classroom.

The school recognises that there is work to do to improve the consistency of the quality of education pupils receive. It shares the view that expectations of how pupils should behave are not high enough. Changes to the behaviour policy have not yet resulted in pupils having a clear understanding of what is expected of them.

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

The school has identified what needs to improve and has begun to make changes to how the curriculum is delivered and to the management of behaviour. However, these changes have not yet brought about necessary improvements. Those responsible for governance have not always assured themselves that the information they receive about improvements to the quality of education and behaviour are accurate.

Children in the early years get off to a good start. They demonstrate that they are able to concentrate for long periods of time and show a keen interest in what they are learning. Staff think carefully about topics children study and make links to things that are of interest to them. For example, children enjoy walking around the school site spotting things that are linked to what they are learning. This is helping them to understand the world around them. Staff use assessment well in the early years. They quickly identify when children get stuck and help them to understand their mistakes. Most children are well supported to keep up with their learning.

The school has a phonics programme in place that is well planned, resourced and ordered. When delivered as intended, pupils demonstrate that they can read sounds correctly, blending and segmenting words with confidence. Some pupils, however, have gaps in their phonics knowledge and the books they are reading do not always match the sounds that they know. Some pupils enjoy reading, but others who struggle with their reading do not read widely and often.

The school has designed a curriculum that is well sequenced and ambitious for all pupils. Staff responsible for aspects of the curriculum have a good understanding of their curriculum areas. They monitor their subjects by visiting lessons and talking to pupils about their learning. Not all staff have a clear understanding of what pupils know and can do in classrooms. When asking questions to identify what pupils know, they do not always recognise when pupils do not understand. Learning then moves on, leaving some pupils with gaps in their knowledge.

Pupils with SEND have support plans that identify the reasons why they find learning more challenging. These plans reflect the advice that specialist agencies provide, to support these pupils with their learning. Pupils with SEND are being well looked after and included in all aspects of school life. Most are learning the same curriculum as their peers.

Most pupils get on well with each other and show respect. However, not all pupils demonstrate good learning behaviours in the classroom. Too often, low-level disruption affects learning. Expectations of what is acceptable behaviour are not widely understood by staff or pupils. Indeed, some pupils are not clear what should happen if someone is not showing the correct behaviour.

The school has recently introduced new activities and educational visits to support pupils' wider development, and this is helping them to enjoy their learning. Pupils feel that holding leadership positions such as being on the eco and school councils are important jobs to do. Pupils know that everybody should feel included at their school. Those who arrive at this school new to the country are well supported to understand their learning and feel part of the school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils who struggle with their reading do not always get the additional practise required to help them to read with confidence. Some do not read widely and often and, as a result, have not developed a love of reading. The school should make sure that all pupils, especially those who struggle with their reading, read regularly to develop their ability to read confidently.
- The school has not addressed the low-level behaviour that disrupts learning in some classrooms. This means pupils do not always work in calm and orderly classrooms. The school should ensure that systems to support a consistent approach to behaviour are put in place and understood by all.
- Those responsible for governance and the local authority have not assured themselves that what is being reported to them about school performance is precise. As a result, they do not have an accurate view of the quality of education

and the standards of behaviour at the school. The school should consider how best to assure that what is being reported more closely reflects the quality of provision.

- Assessment is not always used effectively and the information it generates does not always inform future learning. As a result, staff do not always understand what pupils know and can do, leading to gaps in some pupils' learning. The school should make sure that all staff use assessment effectively and consistently in order to maximise pupils' progress.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	125579
Local authority	Warwickshire
Inspection number	10290570
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair of governing body	Bethan Cullen
Headteacher	Ed Newton
Website	www.biltoninfantschool.co.uk
Dates of previous inspection	29 and 30 September 2022, under section 8 of the Education Act 2005

Information about this school

- The head of school has been at this school since September 2023 and the executive head since January 2023.
- This school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first graded inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; held an additional meeting with the executive headteacher; and considered the extent to

which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and geography.
- For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to a range of senior members and staff at the school and from the federation, including: the executive headteacher, head of school, chair of governors, other governors including co-vice chairs, and the head of school effectiveness from Warwickshire local authority.

Inspection team

Antony Bradshaw, lead inspector

His Majesty's Inspector

Roulla Gabriel

Ofsted Inspector

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