



# Race Leys Infant School

## Inspection Report

**Unique Reference Number** 125616  
**LEA** Warwickshire  
**Inspection number** 281966  
**Inspection dates** 2 May 2006 to 3 May 2006  
**Reporting inspector** John Eadie AI

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

<b>Type of school</b>	Infant	<b>School address</b>	Hurst Road
<b>School category</b>	Community		Bedworth
<b>Age range of pupils</b>	4 to 7		Warwickshire CV12 8AD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	024 76312221
<b>Number on roll</b>	196	<b>Fax number</b>	024 76494199
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Judy Manley
<b>Date of previous inspection</b>	8 November 1999	<b>Headteacher</b>	Mrs Jacqui McKee

<b>Age group</b> 4 to 7	<b>Inspection dates</b> 2 May 2006 - 3 May 2006	<b>Inspection number</b> 281966
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average-sized infant school serving an area of mixed housing near the centre of the town of Bedworth. However, more than a third of the pupils live outside the school's catchment area. The school has a higher-than-average proportion of pupils with learning difficulties. Almost all pupils are of White British heritage. Attainment on entry is a little below that expected. The school has recently won a number of awards for encouraging pupils to preserve the environment and for the way they make the school's gardens and grounds attractive.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a sound education for its pupils and gives satisfactory value for money. The school's own evaluation of its effectiveness matches that of inspectors. The school has faced some staffing difficulties in recent years and it says much for the leadership of the headteacher that these difficulties have been successfully overcome. In particular, the provision for children in the Foundation Stage (Reception classes) has improved. It is now satisfactory and these children are making the expected progress. Leadership and management are satisfactory. Some management structures are new and have not yet had time to have an impact. There are insufficient opportunities for teachers to share good practice. Governors do not monitor the effectiveness of the school sufficiently rigorously.

Pupils make satisfactory progress through the school and reach standards broadly in line with national averages by the time they leave. This is because the quality of teaching is satisfactory overall. Although there are a number of good features to the teaching, many systems, such as the tracking of pupils' progress, are relatively new and are not yet used sufficiently consistently to have had an impact. Teachers usually provide work for pupils of differing abilities in their lessons. However, the range of work provided isn't wide enough so the work is too easy for some and too difficult for others, particularly in mathematics. In some lessons, teachers do not use a wide range of methods to make their lessons sufficiently interesting. The curriculum meets all statutory requirements and is enhanced by a good range of visits, visitors and clubs. Pupils' personal development is a priority for the school and is good. This is a result of the good levels of care and guidance given.

Good progress has been made in many areas since the last inspection. Bearing this in mind and taking into account the new management initiatives, the school is well placed to improve.

### What the school should do to improve further

- Share good practice in teaching, which is evident in a number of classes, so that provision is more consistent.
- Ensure that pupils are always given work that interests them and is matched to their particular levels of ability, especially in mathematics.
- Improve the role of the governors so that they are more involved in checking on the effectiveness of the school and in planning for developments.

## Achievement and standards

### Grade: 3

Pupils reach broadly average standards by the time they leave the school and this represents satisfactory achievement and progress from their starting points. Children start in the Reception classes with levels of skills and knowledge a little below those normally expected. They make satisfactory progress. The school successfully concentrates on improving their skills in reading, writing and calculation in the

Reception classes. Progress in these aspects is faster than in other areas of learning and the children's skills have almost reached average levels by the start of Year 1.

Satisfactory progress continues through Years 1 and 2. Standards have been rising a little in the national tests in recent years. However, they fell last year because the proportion of pupils in that group with learning difficulties was much higher than usual for the school. Although still average, standards in mathematics have lagged a little behind. Challenging targets have recently started to be set for pupils' attainment through the school and most are on track to reach these.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including spiritual, moral, social and cultural development, is good. They enjoy school, saying it is a 'nice place to be,' especially because of the 'great teachers.' Pupils are friendly, polite, behave well and try hard in lessons. Attendance is average and the school works hard to improve this.

Pupils show a mature concern for the world around them, as one wrote, 'I feel sad when animal habitats are destroyed.' They are very clear about right and wrong and develop a good understanding of a range of faiths and cultures, for example, by visiting a Gurdwara.

Pupils talk knowledgeably about eating healthy food and the benefits of going to bed early, but comment that they would like more healthy school dinners as they recognise that there are rarely healthy choices at dinner time. They know how to keep safe, understanding why they aren't allowed to kick footballs on the playground, for example. Basic skills are developed soundly, which prepares pupils satisfactorily for future life. The school is successful in developing teamwork and a community spirit through the school council. Pupils' suggestions have helped in many ways, for example, they have helped the school to gain a Bronze Eco Award by encouraging their friends to pick up litter.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory overall and pupils learn at the expected rate. There are a number of good features to teaching. For example, there are good relationships between adults and pupils. Pupils are therefore keen to do well for their teachers and they work hard. However, there are some areas where teaching could be improved. Although teachers usually plan a range of work for differing abilities in their lessons, this range is often insufficiently wide. This is particularly the case in mathematics, where some pupils are not given sufficiently challenging work and others find their work too difficult. This is one of the reasons for the slightly lower standards in this subject. There are also times when there is not enough time given in lessons for exciting activities to raise levels of enthusiasm about learning. In these lessons

pupils spend too much time sitting listening. Teaching assistants work well supporting many pupils, including those with learning difficulties, ensuring they learn at the same rate as their classmates.

Teachers' planning gives a clear indication of what pupils are expected to learn and pupils know and understand these expectations. They are often asked to comment on the success of their own learning. This involvement is good and is aided by clear, individual targets being set for the next steps in pupils' learning. These targets are based on careful assessments of pupils' levels of attainment. However, the targets are too new to have yet had an impact on raising standards.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory, with some strengths. The Foundation Stage curriculum has improved with strong support from senior management, but well thought out new initiatives are not yet consistently applied. In Years 1 and 2, there is a good emphasis on developing basic skills, but links between subjects are not yet fully developed to make learning more relevant. More able pupils are challenged well in literacy. In contrast, more able pupils are not always fully stretched in mathematics, while some pupils find the work too difficult.

There is a strong emphasis on ensuring pupils understand the need to make sensible choices, for example, in staying safe and adopting healthy lifestyles. Pupils say they like the special events in school, such as mathematics week. Many visits and visitors, in addition to a good range of clubs such as gardening, develop pupils' personal and social skills well.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Parents are right to consider that this is a caring school where staff are 'sensitive and positive.' Health and safety is a high priority and child protection procedures are robust. Pupils feel safe and well cared for and are not worried by bullying. There is a good commitment to educating vulnerable pupils. Effective links with parents, carers and support agencies ensure that these pupils' needs are understood well. The support for pupils with learning difficulties is good. Their needs are met well and they are not made to feel any different from other pupils. With the development of target setting, pupils are becoming aware of what they need to do to improve. They are becoming confident to check on their own work and the system used to evaluate their learning at the end of lessons is a great hit.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The headteacher has led the school through difficult times and it is largely due to her strong leadership and

perceptive evaluation of the strengths and weaknesses of the school that it has come through these times successfully. Her deputy has been very supportive and much of the improvement in provision for the youngest children is a result of his initiatives. Other areas of leadership within the school are in their comparatively early days and management structures have not, therefore, had time to have much impact on raising standards. For example, the systems for sharing and observing good practice are not sufficiently embedded. The school improvement plan correctly identifies the most important areas for development in the school. However, targets for measuring the success of items identified are often not sufficiently specific.

Governance is satisfactory and all statutory requirements are met. Although governors are well informed and keen to take the school forward, their role of monitoring the effectiveness of the school is underdeveloped. They place too much reliance on what they are told and are insufficiently involved in constructing the school improvement plan and budget.

Parents are consulted frequently and are overwhelmingly supportive of the school, saying such things as, 'the school is friendly, caring, enjoyable and varied for the children,' and, 'we are very pleased with how it's run.' Their views are incorporated well into the school's self-evaluation and pupils' views are also valued.

Bearing in mind the progress made in recent years, the drive of leaders and the teamwork that is very evident in the school, it is well placed to move forward.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Dear Children

We really enjoyed our time with you. It was good to hear you tell us how much you enjoy school and learning and playing with your friends.

This is a list of what we think are the best things about your school:

- You are very well behaved, polite and kind to each other and work hard in your lessons.
- There are lots of visits, special visitors and clubs which you enjoy.
- Everyone looks after you well and makes sure you are safe.
- Your headteacher runs the school well.
- You are working really hard to make sure that the school is eco friendly.
- The targets that teachers set are helping you know what to do to improve your work.

These are the things that we have told your school they need to improve:

- We want your teachers to help each other to make more of your lessons good.
- We want all of your teachers to give you work that is not too easy or too hard.
- We think that the governors should do more to help the headteacher to make Race Leys an even better school.

Yours sincerely

John D Eadie Lead Inspector