

Race Leys Infant School

Address: Hurst Road, Bedworth, Bedworth, Warwickshire, CV12 8AD

Unique reference number (URN): 125616

Inspection report: 13 January 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders place inclusion at the heart of everything they do. Leaders make sure that every child is supported to thrive, whatever their starting point or background. Staff consistently identify pupils' needs swiftly and accurately, including those who are disadvantaged, have special educational needs and/or disabilities (SEND), are known to children's social care or face other barriers to their learning or wellbeing. This means that the right support is in place from the start.

Leaders work hard to remove barriers to learning and wellbeing. Teachers make thoughtful adjustments to teaching, so all pupils can follow the curriculum successfully. Staff provide additional help for those who need it through short, focused interventions and specialist spaces, such as 'The Nest'. Leaders check regularly that these strategies make a difference and make changes when needed.

Staff receive high-quality training on how to best support pupils with SEND, such as those with autism and those who struggle to manage their emotions. Leaders also work closely with families and external professionals to make sure every child's support is effective and ambitious. Pupil premium funding is used carefully to give disadvantaged pupils the best opportunities. Everything the school does is aimed at helping every child feel included, confident and ready to achieve their very best.

Expected standard ●

Achievement

Expected standard ●

In phonics, most pupils make progress and achieve well from very low starting points. This is due to targeted interventions, such as booster groups and family support. Pupils draw on this knowledge over time to become fluent and confident readers.

Pupils develop a breadth of knowledge in all areas of the curriculum. Leaders ensure that disadvantaged pupils and pupils who have low starting points catch up and learn the knowledge they need to be ready for the next step in their education. Pupils with special educational needs and/or disabilities, disadvantaged pupils and vulnerable pupils achieve because the school understands their needs and provides effective support.

Typically, pupils develop the essential skills in reading, writing and mathematics that prepare them well for the next stage of learning. Leaders prioritise communication skills from the start, which supports pupils' learning across all year groups. As a result, pupils are well prepared for key stage 2.

Attendance and behaviour

Expected standard ●

Leaders work tirelessly to ensure that pupils attend school regularly and on time. They track attendance and punctuality rigorously. This means issues are spotted quickly. Creative

initiatives, such as Golden Attendance Weeks, pizza parties and film afternoons, help motivate pupils to attend.

Where attendance is a concern, leaders act swiftly and effectively. They use a wide range of strategies and work closely with families to overcome barriers. Partnerships with organisations, such as The Salvation Army, provide additional support and incentives. This has helped to secure improvements in how regularly vulnerable pupils attend.

Leaders know that nothing happens by chance and, as a result, their management of behaviour is thoughtful and deliberate. Pupils and staff are rightly proud of the positive behaviour throughout the school. Pupils meet the school's high expectations and consistently behave very well. They demonstrate high levels of respect for adults and each other. The impact of the school's consistent approach to managing behaviour, alongside a wide range of pastoral support, has made a significant difference to the behaviour and attitudes of many pupils.

The school is calm, orderly and purposeful. Leaders have created an environment where pupils feel safe and respected. They support staff to apply the agreed behaviour policies consistently and fairly. Typically, pupils show positive attitudes to learning and generally demonstrate self-discipline. Bullying and discrimination are rare. Leaders deal with issues quickly and effectively if they occur.

Curriculum and teaching

Expected standard 

Leaders have a clear understanding of the quality of teaching throughout the school. They know what needs to improve and are taking effective steps to make this happen. The curriculum is ambitious, broad and well balanced. Typically, this helps to give pupils the knowledge and skills they need for the next stage of their education. Teaching is carefully planned and sequenced so that learning builds on what pupils already know.

Reading is a priority from the very start. All pupils, including those with special educational needs and/or disabilities, receive focused support to develop early reading skills. A well-established phonics programme is taught effectively because staff have the training and subject knowledge they need to do so. Pupils practise reading books that match the sounds they know. Typically, this helps them to become confident and fluent readers. The teaching of writing, spelling, handwriting and mathematics is also systematic, which ensures that pupils develop knowledge in these areas.

Teachers check pupils' understanding regularly to help them identify and remedy any gaps in knowledge. Generally, most pupils learn what is intended successfully. However, some pupils struggle to recall key learning and subject-specific vocabulary. Teachers adapt their teaching and break learning down into smaller steps when needed. This helps pupils, including those with special educational needs and/or disabilities, to succeed. There are occasions, however, when pupils lose focus, particularly when independent learning activities and adult support are not well matched to their needs.

Early years

Expected standard 

Children make a positive start to school life in the early years. Leaders make sure that children's needs, characters and interests are well known. Staff interact warmly and purposefully with children. The development of children's communication and language skills is prioritised throughout, with carefully planned opportunities for children to talk, listen and share ideas. Typically, this ensures that children develop strong foundations in learning and progress well from their starting points.

The curriculum is well sequenced and supports progress across all areas of learning. Reading is a key focus. From the start of Reception, children learn phonics through structured teaching. Generally, this enables them to learn to read and write securely. Leaders promote a love of reading through events, such as author visits and story sessions.

Children develop early writing and mathematical skills through purposeful activities. They demonstrate many effective characteristics of learning. For instance, they readily take turns and listen to each other's suggestions. In creative tasks, children share resources, such as scissors and paint. Children quickly learn to follow the school's routines and become independent and resilient learners.

Arrangements for children moving into the school are effective, including home visits and meetings with parents. The provision on offer is nurturing and age-appropriate, supporting early social and emotional development. Staff develop positive partnership with parents. Leaders provide workshops, newsletters and events to involve families in learning. As a result, children, including those with special educational needs and/or disabilities or who are disadvantaged, achieve well from their starting points. Typically, this means that children are well prepared for Year 1.

Leadership and governance

Expected standard 

School leaders have a clear and ambitious vision for the school. This is rooted in an understanding of its strengths and areas for development. They have identified clear priorities for improvement, which are beginning to make a positive difference across all aspects of school life.

Leaders know the school's context well. They make thoughtful decisions that put pupils first, particularly those who are disadvantaged, have special educational needs and/or disabilities or face other challenges. This ensures that every child has the best possible chance to succeed and feel supported.

Staff are overwhelmingly positive about the school. Leaders have created a culture of high expectations and professional growth. All staff benefit from a well-structured programme of professional learning. This helps to build expertise and ensures that teaching continues to improve. Leaders also prioritise staff's wellbeing, fostering a positive and supportive culture. Leaders have high expectations for staff and pupils, which means that all members of the school feel like they belong and are supported to succeed.

Governors play an active and transparent role in the life of the school. They regularly visit, review provision and attend key meetings to check the impact of leaders' strategies. They

strike a careful balance between supporting leaders and holding them to account. This ensures that resources are managed effectively and improvements are sustained. Governors fulfil all statutory duties, including safeguarding checks. They ensure that there is equality of opportunity for all pupils.

Parents speak highly of the school's communication and the care shown by leaders. Together, leaders, staff and governors are committed to giving every child the best possible education and opportunities for the future.

Personal development and wellbeing

Expected standard 

The school provides an effective and well-structured programme to promote pupils' personal development. This is embedded across the curriculum and supported by additional opportunities beyond the classroom. Pupils' spiritual, moral, social and cultural development is a priority. They are encouraged to reflect on their beliefs and experiences, respect others' values and understand right and wrong. Pupils learn about democracy, responsibility and cooperation through initiatives such as the school council and Eco Warrior roles. These opportunities help them to develop leadership skills and take an active role in school life.

The curriculum promotes pupils' appreciation of cultural diversity and British values. Pupils learn about different faiths and visit places of worship, although some are less confident in recalling details about certain religions. Events such as the Remembrance Day Parade and author-of-the-month activities enrich pupils' cultural experiences. Creative and outdoor play opportunities are enhanced by the school's play policy. Pupils fully appreciate the opportunities that leaders have provided for them.

Personal, social, health and economic education is comprehensive and age-appropriate. The curriculum includes opportunities for pupils to learn about relationships, health and wellbeing, body changes and personal safety. This ensures that pupils understand safe relationships. They know how to stay safe online and offline. The school supports most pupils to manage their emotions well.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities and disadvantaged pupils, who are placed at the centre of decision-making. All pupils take part in the full range of opportunities on offer, enabling them to succeed and overcome barriers. Careers week broadens pupils' horizons and raises aspirations, with visits from professionals inspiring ambition. The school's work to develop pupils' character, resilience and understanding of fundamental British values is effective. Pupils benefit from a calm, purposeful environment where positive relationships and clear routines underpin their personal development and wellbeing.

What it's like to be a pupil at this school

Staff go above and beyond for the children and families at Race Leys Infant school. Pupils are happy, and they benefit from positive relationships with warm and caring staff. There is a calm and purposeful environment in classrooms and around the school. This begins in the early years, where children quickly learn and follow daily routines. Pupils and staff are happy

to be part of such a special place. Learning together, they know that they can reach for the stars.

All pupils thrive in the school's highly inclusive culture. Staff know pupils and families very well. They recognise the school's importance at the centre of the community. Many pupils attend well. The relationships that exist between staff, pupils and families are positive, and pupils have their strengths recognised. One parent's comment captured this well, 'Teachers put the children at the heart of everything they do.'

Pupils learn a broad and rich curriculum. Those pupils who need it get the right support. This ensures that pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, learn successfully. As a result, pupils are well prepared for their next steps.

The school's ambition for pupils is not limited to the classroom. There is a wide range of activities, experiences and enrichment that pupils take advantage of. They enjoy the wealth of opportunities that leaders have created for them. Pupils play an important part in creating a school where everyone is celebrated and valued. The school provides opportunities for pupils to take on positions of responsibility, for example acting as members of the school council and eco warriors. These experiences have a lasting impact on pupils.

Next steps

- Leaders should ensure that independent learning activities and adult support are consistently and carefully matched to pupils' needs to maintain engagement and reduce off-task behaviour.
- Leaders should ensure that regular checks on learning are used effectively to ensure that pupils are able to remember key learning and subject-specific vocabulary.

About this inspection

The chair of the board of governors in this school is Mrs Kelly Baxter.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection Activities:

Inspectors spoke with school leaders, including the co-headteachers, the special educational needs coordinator and other leaders. They also spoke with the chair of governors and representatives of the governing body, the link headteacher, a representative from an alternative provider and the special educational needs and/or disabilities leader from the local authority.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision that is unregistered.

Co-headteachers: Mrs L Duncan Mrs J Langtree

Lead inspector:

Su Plant, His Majesty's Inspector

Team inspector:

Declan McCauley, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

144

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

180

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

40.28%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.78%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

31.25%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	6.5%	5.2%	Above
2023/24 (3 term)	8.0%	5.5%	Above
2022/23 (3 term)	8.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	17.3%	13.3%	Above
2023/24 (3 term)	24.5%	14.6%	Above
2022/23 (3 term)	31.6%	16.2%	Above

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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