

Inspection of Galley Common Infant School

Plough Hill Road, Galley Common, Nuneaton, Warwickshire CV10 9NZ

Inspection dates: 21 and 22 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Galley Common Infant school is a special place to learn. Pupils enjoy coming to school. They are happy and safe here. Parents and carers are highly positive about the school, typically saying that 'staff are kind, welcoming and knowledgeable.'

Children get off to a flying start in early years. They love being in different outside spaces, exploring and playing together. Staff encourage children to praise each other for their achievements. This helps children to grow in confidence and appreciate each other's differences.

Pupils respond enthusiastically to the high expectations that staff have for them. They learn from an exciting and ambitious curriculum that meets their individual needs. They usually behave well and try hard to do their best.

Many pupils thrive taking on additional responsibilities, such as older pupils helping to look after younger pupils at lunchtime. This develops a sense of community and enables older pupils to be good role models.

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

The school has designed a broad and balanced curriculum. Staff give careful attention to the knowledge and skills that pupils should learn at each stage. This begins in the early years, where children's understanding builds step by step in readiness for key stage 1.

Pupils develop their subject knowledge and skills successfully over time. They remember important concepts and skills. They frequently go back to think about and apply what they have learned before.

The school ensures that learning to read is a high priority. Staff are well trained to deliver the reading programme. As soon as children start in Reception, they are taught to develop a love of reading. Books match the sounds children learn to enable them to read with accuracy and fluency. Pupils access a range of high-quality and diverse texts across the curriculum to support their understanding of the wider world.

The school has implemented a mathematics curriculum that builds pupils' learning over time. This systematic approach to learning mathematics begins in the early years. Children develop their mathematical vocabulary and understanding of numbers and shape recognition. Teachers have strong subject knowledge. They check what pupils have learned and understood. Teachers use the feedback from pupils to address any gaps in pupils' learning.

Staff identify pupils with special educational needs or disabilities (SEND) effectively. They adapt the delivery of the curriculum appropriately for pupils with SEND. Staff work closely with parents to find out about pupils' individual needs and provide

targeted additional support when required. Typically, pupils with SEND access the same learning as their peers and achieve well. Staff have received training and guidance to support pupils with additional needs, including social, emotional and mental health needs. The school is continuing to provide all staff with further training to ensure that support for all pupils with SEND is highly effective.

There is a close working relationship between staff and parents. This is particularly evident in the early years provision. These positive relationships help children settle into school quickly. Staff are adept at communicating with children and developing their spoken language. This contributes to children's strong progress in the early years.

Pupils are polite and courteous. They know how staff expect them to behave, and most pupils live up to these expectations. However, some staff are not consistent in reinforcing behaviour expectations. This leads to pupils not focusing fully during lessons.

Pupils benefit from learning about different traditions, faiths and cultures. They enjoy learning about their local community and welcome members of the local community for events, such as afternoon tea. Pupils learn about healthy friendships and relationships as part of their sex and relationships education curriculum.

The school provides an excellent range of wider opportunities for pupils. There are lots of clubs on offer, including sewing, gardening and well-being club. Pupils value these opportunities. They enjoy a range of trips that enhance their learning, including visits to the local farm and museums.

Staff are taking effective steps to encourage good attendance so that all pupils benefit from the education and experiences the school offers.

Governors have a clear understanding of the school's strengths and areas for development. However, there are many governor vacancies, which is limiting governors' capacity to hold the school to account.

Staff are proud to work at the school. They value the training they receive and feel well supported by leaders with their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff do not apply the school's behaviour policy with consistency, and their expectations of pupils' behaviour, including pupils with additional needs, are not high enough. As a result, some pupils distract others or do not engage with their

work. The school should ensure that all staff apply the behaviour policy as intended.

- The school has struggled with the recruitment of governors, resulting in many vacancies on the board. Therefore, governors have limited capacity to challenge and support leaders and undertake all aspects of their role fully. The school should find alternative ways to recruit new governors and build capacity within the governing body.

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	125539
Local authority	Warwickshire
Inspection number	10267898
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	John Price
Headteacher	Kay Middleton
Website	www.galleycommoninfschool.co.uk
Dates of previous inspection	25 and 26 November 2010, under section 5 of the Education Act 2005

Information about this school

- There is a nursery on site run by a private provider.
- The school does not use any 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 routine 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.
- The inspectors met with the headteacher and senior leaders.
- The lead inspector talked to a representative from the local authority.
- The lead inspector met with representatives from the governing body.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. 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 a sample of pupils' work.
- The lead inspector listened to pupils read to a familiar adult.
- The inspectors considered a range of documents, including the school's self-evaluation and improvement plans. Minutes of governing body meetings were also scrutinised.
- Inspectors looked at records of pupils' attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them about behaviour, bullying and welfare.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors talked to parents at the start of the school day and considered the Ofsted Parent View survey and free-text comments. Inspectors also reviewed the responses to the staff survey and gathered the views of staff and pupils through discussion.

Inspection team

Cathy Young, lead inspector

His Majesty's Inspector

Mary Maybank

Ofsted Inspector

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