

Chaddesden Park Infant School

Inspection report

Unique Reference Number	112763
Local Authority	Derby City
Inspection number	338014
Inspection dates	19–20 October 2010
Reporting inspector	Sue Hall

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

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair	Simon Kittridge
Headteacher	Helen Smith
Date of previous school inspection	12 September 2006
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Age group	3–7
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Introduction

This inspection was carried out by three additional inspectors. They observed twelve lessons taught by seven teachers in the six classes in school. Meetings were held with the headteacher, groups of pupils, representatives of the governing body and staff. Inspectors observed the school's work and looked at documentation including: the tracking of pupils' progress; school improvement planning; the monitoring of teaching and learning; minutes of the governing body's meetings; documents relating to safeguarding; and samples of pupils' recent work. They also scrutinised responses to the inspection questionnaires from 62 parents and carers and from 24 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Do all groups of pupils achieve well enough in all areas of their work and especially the girls in mathematics?
- Do teachers make effective use of assessment information to provide challenging activities to meet the needs of all pupils and particularly the higher attainers?
- Is the monitoring and evaluation of the work of the school rigorous enough to identify the quality of education provided and further areas for improvement?

Information about the school

This is an infant school that is a little smaller than many schools nationally. The proportion of pupils known to be eligible for free school meals is in line with the national average. A very small number of pupils from minority ethnic groups speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is a little below average, with most of these pupils having moderate learning difficulties. The school has Healthy Schools Status. A new headteacher has been in post for 18 months and a new deputy headteacher started at the beginning of this term.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**2****The school's capacity for sustained improvement****2**

Main findings

This is a school that provides a good quality of education. The pastoral care and support of the pupils is excellent and enables them to settle happily and do well. Provision for the children in the Early Years Foundation Stage is good in all areas and a strength of provision. The headteacher has a good grasp of what works well in the school and where further improvement is required. Pupils have an excellent understanding of how to keep themselves and others safe. Their spiritual, moral, social and cultural development is excellent because of the caring ethos and a keen focus on developing an understanding of right and wrong. With regular and meaningful opportunities to work with others, this leads pupils to become considerate and thoughtful young citizens.

Children make good progress in the Early Years Foundation Stage and enter Year 1 having achieved, and often exceeded, at least some of the targets for their age. In Years 1 and 2, progress is generally good so that at the age of seven standards are above national averages. Pupils do well in their reading and often in their writing. However, some pupils are quiet, do not always speak with confidence or develop a very wide vocabulary. In mathematics pupils enjoy using numbers and learn about shapes, but do not always have well developed mental mathematical skills and the confidence to use what they already know to solve a range of problems.

The quality of teaching, learning and the curriculum is good. Staff have very good relationships with pupils and give them lots of praise which raises their self-esteem and encourages them to try hard. However, at times teachers do not use information from a range of assessments to make sure work is challenging enough for all groups of pupils. Therefore, while most pupils achieve well, occasionally the more able ones could do even better. Targets identify what pupils need to improve, but sometimes these are too complex and are not clear to the pupils. The excellent work of the learning mentor reflects the outstanding care of the pupils by the whole staff team in supporting individuals and groups, including those who are most vulnerable. Outstanding links with parents and a wide range of other organisations ensure that the needs of children and their families are very well met.

The headteacher is leading what was already a successful school further forward by ensuring there is a clear focus on continuing to improve learning. She is supported through the developing roles of the deputy headteacher and management teams. School-self evaluation procedures are good, but there is scope to further develop staff involvement in rigorously monitoring and evaluating the effectiveness of provision. Governance is good and the governing body is fully committed to further developing its involvement in a programme of focused visits to the school. Leadership and management of the school is good as is the capacity to improve further.

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What does the school need to do to improve further?

- Raise standards and achievement by;
 - providing more planned opportunities for pupils to discuss their ideas with others
 - improving pupils' mental mathematics skills and their ability to solve problems more speedily.
- Increase the effectiveness of teaching and learning by;
 - making full use of the range of assessment information to set work that challenges all groups and particularly the higher attainers
 - setting targets for improvement that are used by staff and pupils to consolidate learning.

Outcomes for individuals and groups of pupils

2

Children enter the Early Years Foundation Stage with skills that are in line with the expectations for their age. Most listen and react well to what they are told, although some lack confidence in speaking to others. They make good progress in the Nursery and Reception classes and often exceed several of the targets for their age. In Years 1 and 2, most pupils continue to make good progress. They do well in their reading and writing so that by the age of seven standards are above average, which helps them prepare well for their future. While teacher assessments indicate some differences in the levels achieved by boys and girls, this varies from year-to-year and is not a regular pattern.

The very small number of pupils who speak English as an additional language quickly develop bilingual skills and make good progress. Pupils with special educational needs and/or disabilities, including those with a statement of special educational needs are well supported and make considerable progress towards their individual goals. The best progress for all pupils is in the Early Years Foundation Stage. This is illustrated in an imaginative activity where children find out what walking through trays of grass, mud, water and other materials in bare feet feels like when thinking how to write about a bear hunt. Nevertheless, across the school while most pupils achieve well, several offer little in discussions and do not have the confidence to speak in much detail. While many have good mathematical skills, they do not always have the confidence to use what they know in solving problems and often wait to be told what to do. Therefore, not enough pupils reach the higher levels in some areas of their work.

The school has a very clear ethos of valuing everyone that is reflected in the well understood 'six rocks of learning'. A range of interesting activities provides pupils with experiences that enable them to become responsible and caring. For their age, they have an excellent understanding of other cultures and of how to keep themselves and others safe through a strong programme of visits, visitors and activities focused upon their personal, social and emotional development. Behaviour is good in class and in the playground. Pupils know what they need to do to develop a healthy lifestyle, but this is not always reflected in choices for packed lunches. Many enjoy taking on responsibilities that contribute to the life of the school and local community. They are involved in the school council and in conducting surveys in all classes to establish what the pupils think could be improved.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching, learning and the curriculum is good and most effective in the Nursery and Reception classes. There are strengths in the way all staff enrich the curriculum through visits and visitors, links with other schools and effective use of the local area. There is a good range of extra-curricular activities that support learning and personal development well. All staff plan carefully in teams and consider how to provide a balance of practical learning activities and the focused teaching of key skills. However, at times and especially in Years 1 and 2, staff do not take sufficient account of assessment information or use targets well to ensure that activities fully challenge all groups of pupils and especially the more able. Very occasionally, some groups have to listen too long to adult explanations and do not have sufficient opportunities to discuss their ideas with a partner.

The pastoral care and support for the pupils is a particular strength of the school and recognised as such by numerous parents who speak in glowing terms about the help their children receive. Comments include: 'I am extremely impressed with the teachers and attitudes of other staff. The support they provide is beyond my expectations.' The learning mentor is very effective in her work, especially with pupils who face challenging circumstances. The school has very clear expectations of the pupils, reflected in 'the six rocks of learning' including 'more than just me'. Particularly impressive are arrangements

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at lunchtime that ensure this is a very pleasant and enjoyable social experience for everyone. All staff, including those in support roles, treat pupils with politeness and respect, to which they respond positively. Many particularly enjoy activities such as the 'singing playground' where staff lead singing and action rhyme sessions with large numbers of children. The school monitors attendance carefully and takes a firm stance with families of children who are persistent absentees.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

School self-assessment procedures are accurate and closely reflect inspection findings. This is in part because the headteacher has a good grasp of what works well in school and the areas for improvement. The management teams focused on standards, inclusion and the creative curriculum work well by ensuring that all staff carefully consider areas for improvement and have a voice into school development planning. The governing body is well led and carefully considers all aspects of provision. Its members have an established programme of focused visits to develop their understanding of key areas and they are keen to develop this further. The school manages its resources well and, while everyone is aware that the school accommodation is limited, as one parent rightly notes: 'It's not a building or state of the art facilities which make a good school, it's the caring professional nature and the way its delivered.'

The school has extensive links with other schools locally and within the city of Derby, and with social care groups and other organisations that impact on the support for pupils and the creative curriculum. The school promotes equality of opportunity well and with particular strengths in the inclusion of pupils with additional needs. However, at times there is not enough focus on pupils of higher ability. The school also promotes community cohesion well, especially in working with groups in the local community including the church and older citizens. While wider and global links are not as extensive, they are relevant to the age of the pupils. Safeguarding procedures are good, with all the required checks in place and meticulously recorded; staff and the governing body take their responsibilities seriously and when issues arise, such as on-site traffic concerns, they are dealt with immediately.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

There is good provision for children aged three and four in the Nursery and Reception classes. Parents and carers are very pleased with the quality of education and care. As one notes, 'My child has settled in brilliantly and the teachers are excellent in supporting my child.' Children enter with mixed skills and make consistently good progress in each of the three classes in all areas of their learning and development. This is seen in well planned and effective outdoor activities where children enjoy using the trikes, scooters, cars and prams. They do this in a responsible manner where they develop a good understanding of safe play, epitomised by one child saying, 'You're going the wrong way!' to another on the marked-out track. They learn to cooperate well, including when filling other cars up from the petrol pump and develop the physical skills to control the play equipment. Teaching, learning and the curriculum are good, with some very effective elements in curriculum planning. There is a well-balanced mix of child-chosen and adult-led activities that enables the children to achieve well. Very occasionally, the staff do not sufficiently encourage the children to use a wider vocabulary in their responses and discussions. Leadership and management are good. Staff carefully consider where improvements can be made, and the recently established staff team has a lot of enthusiasm and potential to make provision even better.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Around 40% of parents and carers responded to the inspection questionnaire and the large majority of those who did are very pleased with the quality of care and education provided. They think their children like school, are kept safe, make good progress and are well taught. Parents of pupils with additional needs are particularly impressed with the excellent quality of care and support provided, epitomised by one who notes, 'My child has thrived enormously, his social skills are great and his self-esteem is amazing.' There were very few concerns noted by parents, although a small number would like more information about the progress their children are making and of how to help them at home. Inspectors found that parents are well informed and the school has good systems to involve everyone in supporting the children.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chaddesden Park Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 62 completed questionnaires by the end of the on-site inspection. In total, there are 165 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	71	16	25	1	2	0	0
The school keeps my child safe	42	67	20	32	0	0	0	0
My school informs me about my child's progress	26	41	31	49	3	5	0	0
My child is making enough progress at this school	27	43	33	52	0	0	0	0
The teaching is good at this school	36	57	25	40	0	0	0	0
The school helps me to support my child's learning	35	56	23	37	3	5	0	0
The school helps my child to have a healthy lifestyle	39	62	22	35	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	44	26	41	1	2	0	0
The school meets my child's particular needs	31	49	29	46	1	2	0	0
The school deals effectively with unacceptable behaviour	35	56	23	37	0	0	0	0
The school takes account of my suggestions and concerns	33	52	21	33	1	2	0	0
The school is led and managed effectively	40	63	20	32	1	2	0	0
Overall, I am happy with my child's experience at this school	45	71	16	25	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 October 2010

Dear Pupils

Inspection of Chaddesden Park Infant School, Derby, DE21 6LF

Thank you very much for making the inspectors welcome when we visited your

- school recently. We really enjoyed meeting you, including the group my colleague talked to who were particularly good at explaining what you all do. I really enjoyed seeing the Reception children treading in the grass, mud and water with bare feet ?that was good fun and gave you some good ideas for your writing. We were pleased to see how polite you are to other boys and girls, and to the staff. I also enjoyed watching take part in cthe ?inging playground?games and thought about joining in. Thank you also for the questionnaires that you filled in for the inspection.

These are some of our findings from the visit. Your school is a good school and there are some things that are outst canding. We think you make good progress and enjoy your time here. You behave well and have a very good understanding of how to stay safe. We think the way adults care for you and give you extra help is excellent, and this helps you all to be happy and do well. There are excellent links with your families, with other schools and groups of adults; these all help you to develop as sensible and kind young people.

To improve your school further, we have asked the headteacher and staff to:

- help you to learn to use more imaginative words when you are talking to others and to be more confident when you are solving problems
- make sure that teachers use assessment information to set work that is a bit harder for you and to ensure that everyone knows your targets and next steps in learning.

To help your school, please try to join in discussions a little more and encourage your families to help you to be healthy by thinking about what you eat at lunchtime.

Yours sincerely

Sue Hall

Lead inspector

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