

Corfield CofE Infant School

Inspection report

Unique Reference Number	112826
Local Authority	Derbyshire
Inspection number	378570
Inspection dates	22–23 November 2011
Reporting inspector	Ann Ashdown

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair	Duncan Smith
Headteacher	Kathryn McKinley
Date of previous school inspection	9 July 2007
School address	Thorpes Road Heanor DE75 7GQ
Telephone number	01773 712893
Fax number	01773 712893
Email address	info@corfield.derbyshire.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by two additional inspectors. They observed teaching and learning in seven lessons led by four different teachers. They held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at pupils' books, pupils' progress data, safeguarding information and other documentation. They analysed 53 questionnaires from parents and carers, and also those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are all groups of pupils making the progress of which they are capable, particularly in reading?
- How effective are the school's strategies to improve provision in the Early Years Foundation Stage?
- Is teaching consistently good across the school?
- How effective are lesson introductions in actively engaging all groups of pupils?

Information about the school

This infant school is smaller than most primary schools. Very few pupils are from minority ethnic groups and equally few speak English as an additional language. An average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is average. The school has gained Healthy School status and holds the Basic Skills and Eco School awards.

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 good school. Its classrooms are busy places, buzzing with activity, where pupils really enjoy learning. Corfield Infants has improved since the previous inspection. Pupils' attainment in writing has risen and the outdoor areas are better used to accelerate learning, particularly for children in the Reception class. Members of the governing body, leaders and managers know their school well and school self-evaluation is accurate. They are not complacent and have identified appropriate priorities to raise attainment and accelerate pupils' progress even further. Consequently the school has a good capacity for sustained improvement.

Children get a good start to their education in the Early Years Foundation Stage, and continue to make good progress as they move through the school. Attainment is above average overall when pupils leave Year 2. It is highest in mathematics, but in reading, particularly for boys, it is average. The school is beginning to set individual reading targets to narrow the gap in reading ability between boys and girls. However, these are not yet sufficiently precise or explicitly shared with pupils, and have yet to have a full impact on raising attainment and accelerating progress. Opportunities for pupils to practise their reading and writing skills through integrated topic work across the curriculum are helping to raise attainment, but are not fully developed.

Teaching and learning are good. Teachers make good use of outdoor learning areas and use varied resources to engage the interest of all pupils. Lessons begin with interesting starter activities and most proceed at a brisk pace with challenging tasks that are well matched to pupils' needs. Consequently all groups of pupils, including those with special educational needs and/or disabilities, make good progress and enjoy learning. In a few lessons the pace of learning slows slightly when pupils are asked to listen for too long and activities are not quite as challenging.

Pupils say how safe they feel in school, and they and their parents and carers appreciate the good care, guidance and support they receive. Attendance is high. Pupils behave well and most show care and respect for their classmates, teachers and visitors. They have an excellent understanding of how to stay healthy and are keen to take responsibility as members of the school council and the eco group.

Community cohesion is promoted well at local level, but pupils do not yet have enough opportunities to find out about and engage with children in contrasting communities further afield.

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

What does the school need to do to improve further?

- Raise attainment and further accelerate progress, particularly that of boys in reading, by:
 - setting individual reading targets which are sharply focused and shared with pupils
 - increasing the opportunities for pupils to use their reading and writing skills across all areas the curriculum
 - ensuring work is consistently challenging for all pupils in all lessons.

- Provide more opportunities for pupils to find out about communities within the United Kingdom and overseas which differ from their own.

Outcomes for individuals and groups of pupils

2

Pupils work hard in lessons, enjoy learning and achieve well. Most concentrate on the task in hand, answer questions readily and are keen to succeed. In a mathematics lesson Year 2 pupils made good progress as they weighed and measured seeds, lard, bread and peanut butter to make tasty treats for birds. Children generally enter the Reception class with skills below the levels expected nationally for their age. Pupils make good progress across the school and overall attainment in assessments at the end of Year 2 has been above average for the last three years. The school’s strategies to address a weakness in boys’ reading are beginning to have an impact, particularly in Year 1. Work in pupils’ books and that displayed on classroom walls confirmed the good progress that all groups of pupils are making. Pupils with special educational needs and/or disabilities make progress in line with their peers because they receive timely and well-focused help from teachers and teaching assistants.

Pupils demonstrate their enjoyment of school through their high attendance and their enthusiasm for learning. They have a developing awareness of spiritual and cultural matters and a clear sense of what is right and what is wrong. Their ability to work together in pairs and teams, combined with their good basic skills, means they are well prepared for the next stage of their education and later life. They very clearly understand the importance of being healthy and eagerly join in the wide range of sporting activities, such as gymnastics, dance and cheerleading, which take place at lunchtimes and after school.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	2

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

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers open lessons with brisk activities which ensure no learning time is wasted. Topics such as 'The Great Fire of London' are taught in an interesting way so pupils confidently recall facts about the event. For example, they sang a tuneful round of 'London's Burning' and greatly enjoyed a visit to a bakery to see the modern day equivalent of the place where the fire may have started. The daily teaching of phonics at the same time and to the whole school is particularly effective in improving pupils' literacy skills. In most lessons work is challenging and expectations are high, but there are times when this is not the case and progress is slightly slower. Pupils' work is marked regularly. They are given good oral and written feedback which helps them to improve their work, particularly in writing and mathematics.

The curriculum meets pupils' needs well. It has strengths in the wide range of extra-curricular activities, particularly sports, that the school offers and also in the interesting trips and visits it provides. Pupils talked enthusiastically about varied visits to the park, the card shop and the 'pizza place'. Pupils' basic skills are developed well in literacy and numeracy lessons, although the opportunities to consolidate their reading and writing skills across other areas of the curriculum are relatively limited.

Pupils feel safe in school and are secure in the knowledge that there is always an adult to turn to if they need help. The school makes good use of specialist agencies to ensure that any pupils whose circumstances make them vulnerable receive the expert help they need. A good induction programme means children soon learn school routines and settle happily into the Reception class. All pupils, including those with special educational needs and/or disabilities, receive sensitive help to ensure they transfer smoothly between classes and to the junior school.

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

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

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	2

How effective are leadership and management?

The headteacher has a clear vision for further school improvement which is successfully communicated to all staff. Staff feel that their views are valued and hence morale is high. Leaders and managers ensure that pupils’ progress is tracked carefully and they are given extra help when this is needed. Governance is good. Members of the governing body are very supportive of the school. They are knowledgeable about its work, which they monitor regularly, and also involved in determining its strategic direction. Safeguarding policies and procedures exemplify good practice. Staff are knowledgeable and well trained in all aspects of child protection. Risk assessment procedures are implemented consistently and evaluated regularly. All pupils have good equal opportunities to succeed and are fully involved in all aspects of school life. Although boys’ progress in reading has been slower than that of girls, the school has recognised this as an improvement priority and consequently this gap is now beginning to close. The school promotes community cohesion particularly well within its local community, particularly by working with the school’s immediate neighbours to improve both the school and the local environment. Links with contrasting communities at national and international level are in the early stages of development.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
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	3

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

The effectiveness with which the school deploys resources to achieve value for money

2

Early Years Foundation Stage

Children settle quickly into the Reception class and most enjoy learning. They make good progress from their individual starting points and their attainment is broadly average and sometimes a little above when they enter Year 1. A good balance of interesting child-initiated and teacher-led activities enable children to learn independently and make use of stimulating indoor and outdoor learning areas. They were seen really enjoying learning as they dressed up to act out a wedding service as part of their topic on 'festivals and celebrations'. Children are confident and polite when speaking to adults and most share and take turns sensibly. They behave well and follow basic routines such as putting petals with their own names on them onto the class flower to show they are in school each day. All safety and welfare requirements are met. Work is well planned around a daily theme such as 'shape' and all staff are fully involved in monitoring children's learning. Attractive 'learning journals' now help to record children's progress and keep parents and carers better informed about their children's achievements. The Early Years Foundation Stage is led and managed well by an enthusiastic and skilled leader whose work is carefully monitored and evaluated by the headteacher.

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

The overwhelming majority of the high proportion of parents and carers who filled in the questionnaire are entirely happy with the education the school provides. They are very appreciative that their children feel safe, enjoy learning and receive good teaching. Inspection evidence entirely supports these views. A very few parents and carers felt that the school did not deal effectively with challenging behaviour. Inspectors followed up this concern. They judged behaviour to be good and any minor incidents of misbehaviour to be well managed.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Corfield CoFE 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 87 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total		Total		Total		Total	
My child enjoys school	43	81	10	19	0	0	0	0
The school keeps my child safe	45	85	8	15	0	0	0	0
The school informs me about my child’s progress	30	57	22	42	0	0	0	0
My child is making enough progress at this school	35	66	16	30	2	4	0	0
The teaching is good at this school	40	75	13	25	0	0	0	0
The school helps me to support my child’s learning	38	72	13	25	2	4	0	0
The school helps my child to have a healthy lifestyle	42	79	11	21	0	0	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)	33	62	15	28	0	0	0	0
The school meets my child’s particular needs	35	66	17	32	1	2	0	0
The school deals effectively with unacceptable behaviour	26	49	22	42	2	4	0	0
The school takes account of my suggestions and concerns	26	49	27	51	0	0	0	0
The school is led and managed effectively	35	66	17	32	1	2	0	0
Overall, I am happy with my child’s experience at this school	41	77	12	23	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 8 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



24 November 2011

Dear Pupils

Inspection of Corfield CofE Infant School, Heanor, DE75 7GQ

Thank you for the very warm welcome you gave us when we inspected your school. A particular thank you to all those of you who talked with us and told us about all the things you really enjoy doing at school. We would also like to thank your parents and carers for filling in the questionnaire.

These are some of the things that particularly impressed us.

- Yours is a good school where you make good progress in your learning.
- Children in the Reception class get a good start to their education.
- All the staff at your school make sure that you are taught well, that lessons are interesting and that you are well cared for.
- You behave well, come to school very regularly and have an excellent understanding of how to stay healthy.

This is what we have asked your school to do to make it even better.

- Help you to make even faster progress, particularly the boys in reading, by:
 - setting you clear targets in reading
 - giving you more chances to practise your reading and writing in all lessons
 - making sure the work you are given challenges you to do your very best in every lesson.
- Give you more chances to find out about, and talk with, children who live in communities which are different from your own.

You can all help your school to be even better by continuing to work with your teachers to do the very best you can in every lesson.

Yours sincerely

Ann Ashdown
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**