

Chaucer Infant School

Cantelupe Road, Ilkeston, DE7 5LN

Inspection dates

19–20 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- When children first start in the Nursery they often have basic skills that are below those typically found. By the time they leave at the end of Year 2 their results are well-above average. This represents good progress.
- Teachers aim high and since the last inspection have become more confident in using the information on the progress made by every pupil. This means they are better at making sure all pupils are challenged to do their best.
- The numbers of pupils with complex learning difficulties are growing and the school works hard to make sure that they are able progress well.
- Very good behaviour makes the school a happy place where pupils are able to learn, develop a wide range of social skills and make good progress in a safe environment.
- The headteacher expects the best and is focused on making sure that all pupils are able to make the most of their talents. Staff give their full support to enable this to happen.
- Very good systems have been created by leaders, including the governing body, to check the quality of teaching and learning, which show that the school has improved rapidly since its last inspection.

It is not yet an outstanding school because

- Not enough pupils are reaching the higher levels in reading, writing and mathematics.

Information about this inspection

- Inspectors observed a total of 16 lessons that covered every teacher and class through the school from Nursery to Year 2.
- They talked to pupils formally but also had more informal discussions with them throughout the inspection. They looked at samples of pupils' work and listened to some of them reading.
- Meetings were held with senior leaders, with the Chair of the Governing Body and other governors, and with a representative from the local authority. The views of staff were gathered from their questionnaires and from discussions.
- A total of 24 responses to the online questionnaire (Parent View) were taken into account, as were the views of parents spoken to during the inspection.
- Inspectors looked at a range of documents including the school's information on pupils' progress, planning for teaching and learning, the school's self-evaluation and development planning, and key policies and procedures, including those for keeping the pupils safe.

Inspection team

Martyn Groucutt, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Full report

Information about this school

- The school is above the average size for infant and nursery schools.
- The proportion of pupils known to be eligible for free school meals is around average, while there are very small numbers of pupils in the care of the local authority. These groups of pupils are known to be eligible for the pupil premium, which is additional government funding, together with pupils who have a parent in the armed services (although there are no such pupils in this school).
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average, while the proportion of pupils supported at school action plus or having a statement of special educational needs is also average.
- The overwhelming majority of the pupils are White British.

What does the school need to do to improve further?

- Make sure that more-able pupils are able to improve their skills to reach the higher levels of attainment:
 - in reading, by developing their understanding from accessing more challenging texts and extending the breadth of their reading
 - in writing, by enabling them to write more complex sentences using a wider range of vocabulary in longer pieces of extended writing
 - in mathematics, by challenging them with more complex problems that will develop their problem-solving skills.

Inspection judgements

The achievement of pupils is good

- When children first join the Nursery many have skills and experiences below the levels expected for their age. Good teaching throughout the Early Years Foundation Stage means standards are broadly average when they enter Year 1.
- By the time pupils finish Year 2 the results from the national tests show attainment is well-above average, representing good progress.
- The attainment of disabled pupils and those who have special educational needs is consistently above that found nationally. However, within the school, while they make good progress, there is still a gap in their attainment compared with other pupils, albeit a narrowing one.
- Pupils known to be eligible for free school meals and looked-after children, as with all pupils, have their needs monitored carefully through the teachers' termly tracking. The additional funding they receive through the pupil premium is targeted in specific ways, including support for reading recovery or positive play. This helps them to make good progress.
- The gap in attainment between pupils known to be eligible for free school meals and the others in the school is around one term behind in English and mathematics at the end of Key Stage 1, although this group's attainment is higher than that of similar pupils nationally. There are currently no looked after children or pupils from service families at the end of Key Stage 1.
- The school is admitting pupils with increasingly complex needs. Staff have increased their own skills to help these pupils do their best. The school also works effectively with professionals such as paediatricians, therapists and psychologists. As a consequence, these pupils make good progress alongside others in their class.
- The teaching of reading is effective throughout the school from Reception, where children quickly start to develop an understanding of phonics (letters and the sounds they make). Pupils read frequently, including taking books home. This helps them develop standards in reading above those found nationally. However, there remains scope to extend the challenge for the more-able readers and the breadth of their reading.
- Achievement overall is not yet outstanding because the numbers reaching the higher levels in reading, writing and mathematics could be further increased. At times, more-able pupils are not given sufficiently challenging problems to solve in mathematics.
- Teachers use information well and check pupils' individual progress termly. If any are found not to be making the expected progress extra support is given. This can cover learning, social or emotional needs. It is often carried out through the team of skilled teaching assistants who play a significant part in helping pupils do their best.

The quality of teaching is good

- Teaching is consistently good and some is outstanding. There is a focus on promoting learning and raising achievement, supported by very effective communication between teachers and teaching assistants.

- Classrooms and corridors have high quality displays that create an attractive learning environment. This gives pupils positive views about learning which are also encouraged through teachers' skilled questioning, so that they have a clear understanding of the topics they are studying.
- Teachers have high expectations and use information effectively to understand current achievement in their classes. Lessons are planned in detail so that individual needs are being met. Marking of work is clear and effective, helping pupils understand how work could be improved and developed.
- Pupils are very involved in assessing their own work and that of classmates. This prominent aspect of learning has developed pupils' understanding of their work and enables them to demonstrate skills across the full range of subjects and topics covered in class, including English and mathematics.
- In lessons, teachers make it clear what is going to be learned and how success will be measured. This helps to engage pupils in learning, as does the use of 'talk partners' where pupils eagerly discuss their work with each other. There is a positive enjoyment of learning supported by teachers' ability to make lessons lively and engaging.
- Disabled pupils and those who have special educational needs receive very good support. The reading-recovery programme is an outstanding example that enables pupils who had fallen behind to receive specialist individual help in making-up lost ground. Sometimes teaching assistants undertake additional training that helps them to provide specialist support, such as carrying out speech-therapy programmes.
- The wide range of targeted interventions mean very effective additional support is given to pupils who need it. This enables them to make good progress and fully justifies the considerable resources put into providing such individualised programmes. This is equally true of the provision made specifically for those pupils known to be eligible for the pupil premium.
- However, more-able pupils are not always fully challenged to enable them to reach even higher levels of attainment than at present. For example, they are not given enough opportunity to write extended pieces of work using complex sentences and drawing on a wide vocabulary. For this reason, while the school shows a clear commitment to equal opportunities, this is not yet outstanding.

The behaviour and safety of pupils are good

- Pupils' positive attitudes and enjoyment of learning means behaviour in lessons and around school is very good and little time is lost for learning. The school promotes good relationships and seeks to make sure that any discrimination is not tolerated and dealt with quickly.
- Arrangements for making sure the school is safe are very effective and pupils, and their parents, agree. Pupils learn how to keep themselves safe in different situations.
- Some pupils, as a result of their wider learning difficulties, sometimes find it difficult to behave well. The school has a very effective behaviour policy which is carried out rigorously. As a result, these pupils have effective support and are able to learn alongside their classmates, making good progress.
- There is little bullying and pupils say that any incidents, or any kinds of negative behaviour, are

dealt with effectively by staff. Behaviour in the playgrounds is usually very positive, partly because the school promotes positive play, through a good range of play equipment.

- Pupils are aware that there are different types of bullying and this is covered through topics in personal and social education. Generally there is a very positive ethos around the school and pupils get on very well with each other and with staff.
- The school has worked hard to improve attendance. It has shown a rising trend in recent years and is now broadly average.

The leadership and management are good

- The headteacher successfully communicates her high ambition for the school, which harnesses the commitment and support of staff. Their questionnaire responses show very strong support, as do the responses of parents to the Parent View survey.
- The two senior teachers work effectively with the headteacher to make a senior leadership team that is focused on raising standards and making this a successful school.
- In doing so they have benefited from effective, albeit light-touch support from the local authority. Its input is less than that provided to some schools because it rightly judges this to be a good school.
- Leaders carefully check lessons, planning and marking, which gives a clear picture of strengths and areas for development. Teachers are held to account but are also supported by high quality training.
- All staff in the school, not just teachers, have clear and ambitious targets to achieve. There is a focus on raising standards and meeting identified priorities as well as supporting individual's development needs. For teachers, there is a clear link between performance and rates of pay. Those on the higher pay scale willingly undertake additional responsibilities.
- Subjects and topics covered in lessons enable all pupils to make good progress across the full range of learning. The key issue for the school is to make sure that this is fully challenging for all pupils, especially the more able.
- There are widespread opportunities to promote pupils' spiritual, moral, social and cultural development. For example 'forest school' gives moments of awe as pupils discover nature, while assemblies were observed promoting very positive ideas of 'why it's good to be me'.
- Links with parents are strong and effective, as are links with external agencies which include those supporting safeguarding. Links with the local college gives opportunities for students, some of whom are parents, to undertake placements in school during their courses.
- The school knows itself well and so is able to develop clear priorities that will enable it to continue to make progress. This means that there is a strong capacity to sustain the improvement that has been made since the last inspection.
- **The governance of the school:**
 - Governors provide effective challenge and support, carrying out their legal duties effectively. They bring expertise, while having benefited from training opportunities. They monitor the

quality of teaching, subjects and topics and have a good understanding of the processes by which the effectiveness of teaching is measured. They know how any underperformance is dealt with and the links between teachers' performance and pay. The targets they set for the headteacher are rigorous and monitored carefully. They have a good understanding of pupils' achievement and how this compares with all schools nationally. They check the financial situation of the school, including a clear understanding of the ways in which the pupil premium is allocated, making sure it benefits eligible pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112568
Local authority	Derbyshire
Inspection number	401284

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	247
Appropriate authority	The governing body
Chair	Sue Pardon
Headteacher	Catherine Beattie
Date of previous school inspection	28 June 2010
Telephone number	0115 9325629
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