

# Chilvers Coton Community Infant School

Fitton Street, Nuneaton, CV11 5RB

**Inspection dates** 29–30 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching throughout the school is not consistently good so pupils do not make good enough progress in their lessons.
- Pupils' progress in learning to read is too slow. Not enough adults are skilled in teaching the links between letters and the sounds they make (phonics). Because of the way pupils are grouped the work set is too easy for some and too hard for others.
- Attainment by the end of Reception is too low so very few children are ready to join Year 1. Teachers do not expect enough of children in this key stage.
- The work given especially in mathematics is not set at the right level to ensure pupils' good progress. This is because information on what pupils can do is not accurate.
- Pupils are provided with too few opportunities to use and apply their learning in mathematics.
- Pupils are not always expected to correct errors in their work and so do not learn from their mistakes.
- School leaders, including governors, have too generous a view of the school's effectiveness, including the quality of teaching.
- The system for keeping a close eye on how well pupils are doing is not reliable and does not accurately reflect pupils' progress over time. This means leaders are not able to hold staff to account well enough for the progress of different groups of pupils.
- Subject leaders do not have an accurate overview of pupils' achievement throughout the school.

### The school has the following strengths

- Pupils make good progress in writing in Year 2 because of good teaching.
- The promotion of personal development is at the heart of all the school's work. As a result, pupils' spiritual, moral, social and cultural development is good.
- Pupils have positive attitudes towards school and their work. They feel very safe and get on well with each other.
- Parents think well of the school's work. They correctly think their children are kept safe in school.

## Information about this inspection

- Inspectors observed 17 lessons taught by seven teachers. Three of these lessons were observed with the headteacher.
- Pupils were heard read and inspectors observed the teaching of reading and phonics (letters and the sounds they make). Examples of pupils' work were also analysed to obtain a view of teaching and learning over time.
- Meetings were held with pupils, staff, three governors and a representative of the local authority.
- Inspectors observed the school's work. They examined the school's improvement plans, checks on how well it is doing, safeguarding arrangements, behaviour records, school policies and a range of pupils' work and information about their progress.
- There were too few responses to the online Parent Survey to provide information about parents' opinions of the school. Therefore inspectors spoke to parents at the start of the school day and took account of the school's very recent survey of parents' views. The 23 responses to a staff questionnaire were also considered.

## Inspection team

Lois Furness, Lead inspector

Additional Inspector

Philip Garnham

Additional Inspector

## Full report

### Information about this school

- In this smaller than average-sized school the large majority of pupils speak English as an additional language. There are 12 different ethnicities in school, of which the largest group is Indian.
- The proportion of pupils known to be eligible for pupil-premium funding is above average. In this school, this is additional government funding provided to support the progress of pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is broadly average. The proportion supported at school action plus or who have a statement of special educational needs is well above average.
- There have been considerable staffing changes since the previous inspection. The substantive headteacher and the deputy headteacher were appointed in September 2012. A newly qualified teacher was appointed in September 2013 for two terms, to cover a maternity leave. During the inspection, one class was taken by two temporary teachers, due to staff absence.

### What does the school need to do to improve further?

- Improve the quality of teaching by:
  - making sure that information on standards and progress is accurate and used to provide pupils with work that is not too easy or too hard
  - providing pupils with regular opportunities to use and apply newly acquired mathematical skills
  - teachers in the Early Years Foundation Stage having higher expectations of what children are capable of doing
  - ensuring pupils have time to correct their mistakes and thereby improve their work.
- Raise pupils' attainment in phonics by:
  - ensuring all staff have the skills to ensure good phonics teaching
  - grouping pupils so teachers can match work closely to their pupils' ability.
- Strengthen the effectiveness of leadership and management by:
  - developing a system which provides accurate information on how well pupils are doing and enables leaders to keep an eye on the progress of different groups of pupils
  - improve the accuracy of leaders' awareness of the school's strengths and weaknesses so they have better understanding of pupils' learning
  - use accurate information on pupils' progress to hold all staff to account for the achievement of their pupils
  - ensuring leaders of subjects have a greater impact on pupils' progress throughout the school
  - making sure information given to governors helps them to focus more on checking school improvement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement. Pupils have not made good progress over time because teaching is not consistently good. In addition, disruption to learning, as a result of staff absences has left some pupils, especially in Year 2, with gaps in their learning.
- Children start in the Early Years Foundation Stage in Nursery with knowledge, skills and understanding well below those typical for their age. They make good progress in their personal and physical development, but progress in other areas of learning requires improvement. By the end of Reception, the proportion of children with good levels of development is well below the national average. Children are not prepared sufficiently for their move into Year 1.
- In 2012, the proportion of pupils reaching the expected standard in the Year 1 phonics check was below the national average. In 2013, this proportion declined to well below the national average. This is a result of phonics teaching requiring improvement.
- Attainment although broadly average in reading and writing, was significantly below average in mathematics in 2013. Too few pupils attained the higher level in this subject. Assessments shows attainment is improving for pupils currently in school, especially in writing. Pupils' books in Year 2 show good progress in writing, as pupils confidently write interesting and correctly punctuated sentences.
- Teachers do not use assessment information well enough to plan the right work for pupils especially in phonics and mathematics. More-able pupils are too often given work that is too easy for them. For example more able pupils had to sit with others and practise the 'ay' and 'aw' sounds when they could easily read words such as 'applause' and 'straight'. In mathematics, the work in pupils' books shows limited evidence of opportunities to apply mathematical knowledge, for example in problem solving.
- Disabled pupils and those who have special educational needs make good progress when they are being given specific support. Pupils who are at an early stage of learning English also make good progress when they are receiving one-to-one support. However this good progress slows when they have work that is too difficult or are working on their own.
- Leaders keep a close eye on the progress of pupils' learning throughout school. However, data is unreliable as some staff do not have a secure knowledge of what pupils have to know to achieve different levels. Comparisons cannot be accurately made between the progress of different groups, for instance pupils eligible for pupil premium and those who are not. However in the 2013 National Curriculum tests, the attainment of pupils known to be eligible for free school meals was similar than that of other pupils, in mathematics, but lower by one and a half terms in reading and two terms in writing.

### The quality of teaching requires improvement

- Too much teaching requires improvement. Whilst some teaching is good, especially in Year 2, the variation in teachers' effectiveness is the direct result of weaknesses in the accuracy and use of information from checking pupils' progress.
- The way pupils are grouped for the teaching of phonics means work is sometimes too easy for

some pupils and too hard for others. This organisation is slowing down pupils' learning. Not all staff are skilled in teaching letter sounds and consequently less able pupils find it difficult to blend sounds together when trying to read unfamiliar words. Some teachers however, have good subject knowledge in the teaching of phonics, for example in Year 2. Year 2 teachers encourage pupils to apply their phonic knowledge in their writing.

- Mathematical skills are taught adequately, but teachers do not ensure pupils gain a deeper understanding of new ideas by providing them with regular opportunities to use and apply new learning. Work in pupils' books show insufficient time is given to ensuring pupils thoroughly understand the work they have been doing by practising their skills.
- In the Early Years Foundation Stage teaching requires improvement as staff do not expect enough of children. They do not intervene quickly when children make mistakes. For example in number work, they say the activity was not meant for this child rather than helping children understand.
- Teachers' marking of pupils' work, clearly identifies good points and gives suggestions on how pupils can improve. However, marking is having limited effect on progress because pupils do not have enough time to correct their errors and to learn from their mistakes.
- Attractive classrooms provide lots of prompts to help pupils learn on their own and find things out for themselves. Key words are displayed prominently and pupils know where to find resources to help them. In the Reception class for example, children knew where the scissors were kept, which they needed to help them with their pictures.
- Good support is given to pupils who are at an early stage of learning English, as skilled assistants introduce pupils to important words using pictures and real objects. Disabled pupils and those who have special educational needs are usually supported well in lessons by providing them with work that helps them to improve their basic skills.
- Behaviour is managed well and relationships are good. In many lessons, pupils' spiritual, moral, social and cultural development is supported effectively. Pupils have frequent opportunities to hold short discussions with one another. These help deepen their understanding and develop their speaking and listening skills.

### **The behaviour and safety of pupils** requires improvement

- The behaviour of pupils requires improvement. Pupils behave well, they want to learn and try hard to complete their tasks. Occasionally when work is too easy or too hard, concentration wanes and valuable learning time is wasted. This was seen in Year 1 when pupils did not have the skills to correctly add two numbers together to make 20. Pupils lost concentration, started chatting and one or two of them disturbed others in their learning.
- Pupils have good attitudes towards school and enjoy lessons. Attendance is improving and is now broadly average. Lessons start promptly and pupils settle quickly to their work. They take a pride in their written work in their topic books, but in mathematics pupils do not take quite the same care with their presentation.
- In lessons where pupils make good progress, pupils' attitudes and behaviour make a good contribution to their learning. In Year 2, pupils eagerly discussed how to use different openings to sentences when writing reports. Good concentration ensured by the end of the lesson almost

all pupils had completed a good quality piece of work.

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and all parents who responded to the school's questionnaire agreed that their children are kept safe in school. The staff questionnaire also commented positively on the safety of pupils.
- Pupils understand there are different types of bullying, although they are not absolutely clear about the difference between bullying and 'silly' behaviour. They say bullying is rare but sometimes feel 'pushed or bumped'. However, they say this is dealt with effectively if it happens. School records confirm these comments.
- Typically pupils get on well with each other, feel safe and show respect and kindness to others regardless of age, race or disability. They learn how to keep themselves safe in different situations, such as on the roads and when using computers.

### **The leadership and management requires improvement**

- Leadership and management require improvement. School leaders are committed to school improvement, and the improvement plan identifies some of the right priorities, for example improving the teaching of phonics. However, lesson observations by senior leaders focus too much on teaching skills and pupils' attitudes to learning rather than the impact of teaching on the learning of all pupils.
- Leaders have an overly generous view on the school's strengths and weaknesses. Too much reliance has been placed on termly progress data without verifying that this apparently good and outstanding progress is a true reflection of pupils' work over time and of the quality of day-by-day teaching in all classes. The systems for managing teachers' performance do not have sufficient influence on improving teaching, and staff are not sufficiently accountable for the progress of pupils in their class.
- Detailed information is provided about the use of pupil premium funding which according to the school website is used to facilitate areas of the school improvement plan and ensure good teaching. The 2012-13 spending plan identifies use such as one-to one support and shows impact is evaluated in terms of the progress of eligible pupils. Unfortunately this progress data is not always accurate.
- The additional primary school sports funding for physical education and sport is used well to improve provision. Leaders have focused on improving pupils' ABC skills (agility, balance and control) through the construction of an all-weather artificial grass area for pupils. This area is used daily and provides an all year round football pitch for the football team and will be used later in the year for cricket practice.
- Leaders of different subjects, including the Early Years Foundation Stage leader and Special Educational Needs Coordinator, do not check achievement within their areas of responsibility sufficiently well. The Early Years Foundation Stage leader was unsure of the proportions of children who reached a good level of development in 2013, and did not have access to overview sheets which would provide this information. The English subject leader checks phonics teaching in Years 1 and 2 only and therefore is unable to influence teaching throughout the school.
- Leaders, including governors, have successfully created a strong community spirit within school. The curriculum is broad and interesting, although as yet it does not promote pupils' good

achievement. Pupils enjoy a wide range of interesting enrichment activities. Pupils' spiritual, moral, social and cultural development is promoted well, for example, through the Global Partnership scheme, and contact with a school in Zambia.

- The school values its links with parents, who are very supportive of its work and value the lengths it goes to, to care for their children. Almost all parents who completed the school questionnaire said they would recommend this school to others.
- The local authority has provided light touch support over recent years as this school was designated as a good school. However, declining assessment information has recently triggered more planned support from the local authority.

■ **The governance of the school:**

- Governors find out about school effectiveness and how it compares with other schools through looking at assessment information, headteacher reports, the governors' data dashboard and the parent questionnaire which has been recently distributed. They know from the questionnaire returns that parents would like more homework for their children.
- They know about the setting of targets to help teachers improve their work and are aware of where there have been weaknesses in teaching. However governors have an optimistic view of teaching and of school effectiveness. They have not held staff accountable enough for children's progress for example by the end of the Reception Year, or of pupils' attainment in phonics.
- Governors know how the pupil premium funding is spent and how the primary sports funding grant is used. They are less sure about the impact of these grants on pupils' achievement, thinking the impact has been positive.
- Governors have attended training sessions, such as those for finance and safeguarding. Governors ensure that safeguarding policies and procedures meet requirements.

## 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

<b>Unique reference number</b>	125537
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	431526

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ali Akil
<b>Headteacher</b>	Joanne Rosegreen
<b>Date of previous school inspection</b>	28 April 2009
<b>Telephone number</b>	02476 387001
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