

# Charlotte Nursery and Infant School

Trinity Close, Ilkeston, DE7 8LQ

**Inspection dates** 11–12 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- By the end of Year 2, pupils consistently attain high standards in reading, writing and mathematics. Achievement is outstanding.
- Children get an excellent start to their education when they first join the Nursery. Highly stimulating activities make sure children are happy, settled and highly enthusiastic about their learning.
- Teaching is outstanding. All members of staff carefully make sure work is not too easy or too difficult for pupils.
- Those pupils who receive extra support make the same outstanding progress as other pupils in the school.
- Written feedback gives pupils excellent advice about how to make their work better.
- Pupils' behaviour is exemplary. They work very hard and persevere even when work is difficult. They take great pride in what they do and encourage others to try hard.
- All aspects of spiritual, moral, social and cultural development are promoted extremely well. This results in strong relationships and supports pupils' outstanding attitudes towards learning.
- The staff work together as a highly effective team and are fully supportive of the headteacher.
- The checking of teaching and pupils' achievement is rigorous and very effective, as shown by the improvements made since the previous inspection.
- The governing body is passionately committed to the school. They visit regularly and provide robust support and challenge.
- The school has detailed plans on what it needs to do to maintain excellence.
- This is a very safe and caring school where everyone is valued and respected.

## Information about this inspection

- The inspection team observed teaching in all classes. They saw 20 parts of lessons, three of which were jointly observed with the headteacher and two with the deputy headteacher.
- Discussions were held with groups of pupils, members of the leadership team, the headteacher, and two members of the governing body. The inspectors also met with a representative of the local authority.
- Account was taken of the 26 responses to the online questionnaire, Parent View, together with information from a survey conducted by the school. Inspectors spoke informally to parents at the start of the school day. The responses to the inspection questionnaire from 20 staff were also taken into account.
- The inspectors listened to pupils read, spoke with them about their learning and analysed the work in their books.
- A wide range of documents were reviewed, including safeguarding documents, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations and the school's records relating to behaviour, attendance and safeguarding.

## Inspection team

Lois Furness, Lead inspector	Additional Inspector
Diane Clapcott	Additional Inspector
Deirdre Lyddy	Additional Inspector

## Full report

### Information about this school

- In this larger-than-the average infant school almost all pupils are from White British backgrounds. All speak English as their first language.
- The proportion of pupils known to be eligible for pupil-premium funding is average. In this school, this additional government funding is provided to support the progress of pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is well below average. The proportion supported at school action plus or who have a statement of special educational needs is also well below average.
- There have been numerous staffing changes since the previous inspection and a new deputy headteacher was appointed in September 2012. In September 2013, two newly qualified teachers joined the staff team.

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

- Make sure pupils learn fully from the mistakes they make in their written work.
- Make the checking of plans to improve the school even more rigorous by including key information about what will be expected to have been achieved by a certain date.

## Inspection judgements

### The achievement of pupils is outstanding

- Children enter the Early Years Foundation Stage with skills below those expected for their age. They settle into school routines and develop quickly into happy, confident and enthusiastic learners. They make outstanding progress, and by the time they enter Year 1 the number of children who attain a good level of development is well above average.
- This outstanding progress continues throughout Years 1 and 2, and by the end of Year 2 pupils attain consistently high standards in reading, writing, and mathematics. Consequently, they are extremely well prepared for junior school.
- More-able pupils also make outstanding progress throughout the school. The number of children exceeding the good level of development at the end of the Reception year, and attaining Level 3 in reading, writing and mathematics by the end of Year 2, is well above average. This is because teachers make sure they are given work that makes them think hard. For example, in Year 2, more-able pupils confidently divided numbers by two and three, explaining that numbers such as 13 and 17 did not share equally and had a remainder of one.
- Pupils' attainment in reading is particularly high. Their understanding of phonics (letters and the sounds they make) is excellent and pupils rapidly develop effective ways to recognise and tackle unknown words. They then use these skills in their writing, and Year 1 pupils were observed confidently sounding out the letters needed in words such as 'middle'. Pupils enjoy reading, and say they read regularly at home and at school.
- Pupils supported by the pupil premium also make excellent progress across the school. The gap between their attainment and other pupils in the school is closing swiftly. Regular checks on learning make sure any slowing of progress is picked up quickly and additional support is then provided.
- Disabled pupils and those with special educational needs make outstanding progress similar to that of their peers. Teaching assistants are used extremely well to support these pupils in class or small groups to help them catch up.

### The quality of teaching is outstanding

- Teaching is checked regularly by the headteacher and deputy headteacher to make sure that high quality teaching occurs throughout the school. Good and outstanding subject knowledge is shown by all teachers, particularly in the teaching of phonics and in English and mathematics. This means questioning promotes pupils' deeper understanding of the topic being taught.
- Adults have high expectations of pupils and regularly provide pupils with challenges so all pupils, regardless of ability, move forward rapidly with their learning. In Year 2, less-able pupils used a number line to find out that after zero every other number is a multiple of two. A skilled teaching assistant effectively supported pupils with this learning. In Year 1, a group of pupils was observed using a computer programme to draw a vehicle of their choice. This was a difficult task but all pupils persevered, developing their use of the computer mouse and their understanding of shape and space.
- In the Nursery and Reception classes, teachers are skilled at providing stimulating opportunities for children to learn through exploring and investigating. One group of Reception children,

making plant pot covers, decided that the cover could not only be decorated with flowers, but they could draw the rain or the sun, as these were the things that made flowers grow.

- Lessons start promptly and the tidy classrooms are attractive and stimulating. Role-play areas such as the 'check-in-desk at the airport' provide Year 1 pupils with a place where they can enthusiastically share their ideas before settling down to their writing. In all classrooms useful prompts and key words for English and mathematics are available to support pupils' learning.
- Teachers and teaching assistants provide good role models for pupils in the way they respectfully listen to pupils and value the answers given to their questions. This very effectively supports pupils' moral and social development and means pupils listen carefully and respond positively to each other's ideas. Teachers show pupils examples of good handwriting or how to write number problems, which means that pupils write very neatly and form numbers and letters correctly. They know they are expected to present their best work, and do so.
- There is some excellent marking in pupils' books, which offers both praise and advice as to how pupils can improve their work. However, pupils are not consistently given time to act upon the advice given, and so are prone to making the same mistakes again.
- Pupils told inspectors about the importance of homework and how it helps them with their learning in school. They said they regularly take home spellings and reading books. However, they also said that if you found your homework difficult you did not need to worry, as a teacher would always help you.

### **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. Pupils told inspectors that the excellent behaviour seen in and around the school during the inspection was typical of behaviour usually seen.
- Pupils thoroughly enjoy school and their exemplary attitudes to work, start in the Early Years Foundation Stage, where excellent relationships mean children feel safe, secure and quickly develop a love of learning.
- In lessons, pupils are attentive, quick to settle to their work and show great determination, even when tasks require them to think hard. They show an impressive level of maturity and self-reliance. They take a pride in what they do. They are eager to share their achievements, with one Reception child proudly telling an inspector she had drawn six orange flowers, and a Year 2 pupil saying he had worked out for himself that  $3 \times 5$  was 15.
- The school's work to keep pupils safe and secure is outstanding. Almost all parents who responded to Parent View say their children are safe and happy at school. One pupil confidently told the inspectors, 'My mummy knows I am kept safe in this school.'
- Pupils learn how to keep themselves safe and understand, for example, not to speak to strangers. Pupils are well aware of the different forms of bullying, but say that 'it doesn't really happen at our school'. Well-kept school records confirm that incidents are very rare and always well managed and that discrimination of any kind is not tolerated.
- The skilled management of behaviour by teachers and support staff means the school is a happy place to play and learn. Pupils know the staff's expectations of good behaviour.
- The calm, orderly atmosphere helps pupils to feel safe and secure. Playtimes and lunchtimes

are very happy occasions where pupils behave very sensibly and are polite and courteous to each other.

- Attendance is broadly average and improving. At the present time it is above average. Pupils are rarely late for school and arrive well prepared for the day.

### **The leadership and management are outstanding**

- The headteacher is committed to giving every child the best possible education and care. The deputy headteacher is pivotal in achieving this aim, and together the two senior leaders make sure all staff share this common goal.
- Other leaders, such as the mathematics leader and the Early Years Foundation Stage leader, strive for excellence. For example, the mathematics leader has introduced a system of reviewing mental mathematics skills every four weeks, and encourages teachers to introduce problem-solving activities into all lessons. In this way she hopes to increase even more the number of pupils attaining the higher levels.
- The school's view of its own effectiveness is sharply focused and accurate. It is underpinned by the thorough tracking of pupils' progress and detailed reviews of teaching and progress in pupils' books. All staff make a strong contribution, and this leads to the setting of appropriate priorities for improvement. Although these plans are very detailed, they do not set specific dates by when actions will be completed.
- Regular meetings to check on pupils' progress enable leaders to hold teachers to account for achievement in each class. Their pay is determined by how well their pupils improve.
- The pupil premium funding is spent on one-to-one support, group activities and speech and language programmes. Tracking information shows the excellent impact of the funding on the achievement of eligible pupils and confirms how the school makes sure that all pupils have an equal opportunity to succeed, whatever their circumstances.
- Leaders make sure that an extensive and rich range of activities are provided to enhance the subjects that are being taught in lessons. These include clubs such as film and animation, visits to the theatre, the library and community work. In 2012, the school was awarded the Get Set Olympic award. The ideals of an Olympian, and the links made with the Japanese National team and the Indian Paralympics team support the outstanding spiritual, moral, social and cultural development of pupils. Such opportunities provide pupils with a memorable experience of school life.
- The new primary school sports funding is being used to provide more clubs for pupils to attend such as Tai Chi and fencing as well as to improve the quality of teaching in physical education lessons. While this is still at an early stage of development, more children are attending clubs than ever before and staff speak positively about the training they are receiving.
- Almost all parents are very pleased with the school's work and those spoken to comment on how well their children are progressing with their learning. Parents appreciate the many opportunities provided for them to extend their own learning through family learning projects.
- The school receives regular visits from a local authority officer who provides training for governors or points staff to excellent practice in other schools, as requested.

■ **The governance of the school:**

- The governing body is highly effective in carrying out its statutory responsibilities and makes sure that safeguarding procedures meet statutory requirements. Governors undertake regular training so they are up to date with the skills and knowledge they require. They are extremely proud and supportive of their school and have a thorough understanding of pupils' progress through comparing the assessment information of their school with that of other schools.
- Governors visit the school regularly providing fair and robust challenge to leaders. They ask questions about any apparent weaknesses, for example, pupils' broadly average attendance, which they now note is rapidly improving.
- They know about the performance management of staff and are fully informed if staff meet their targets and a pay increase is awarded. Governors also check on the support given to those pupils supported by the pupil premium and the progress they make as a result. They are aware that pupils' participation and enjoyment in sporting activities is increasing as a result of the opportunities provided by the primary school sports funding.

## 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>	112575
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	431205

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>	341
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrea Varley
<b>Headteacher</b>	Pamela Jordan
<b>Date of previous school inspection</b>	28 January 2009
<b>Telephone number</b>	0115 932 0970
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