

Clowne Infant and Nursery School

Ringer Lane, Clowne, Chesterfield, Derbyshire S43 4DB

Inspection dates

10–11 October 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher has created a school that is warm, nurturing and welcoming. She leads by example and is determined that every child has a positive start to their school career.
- Governors know the school well. They are well informed and attend regular training to ensure that they are able to challenge leaders effectively.
- The school's curriculum is broad and balanced. It provides a wealth of opportunities for pupils to develop their skills, knowledge and understanding.
- Parents are overwhelmingly positive about the school. They value the care and attention that teachers give their children. Parents know they can see school staff should they have a concern.
- Pupils behave well at the school and have positive attitudes to learning. Teachers use a range of rewards to encourage and support pupils' positive behaviour.
- The school provides pupils with a wealth of opportunities. Pupils enjoy the range of after-school clubs, trips and visitors to the school.
- The classrooms are bright and happy places in which to learn. Pupils are confident and self-assured learners. They have positive relationships with their classmates and all adults.
- The early years is a safe and vibrant place to learn. Children make good progress because adults provide a range of stimulating activities. Adults in the early years support learning effectively.
- Leaders do not always use pupils' achievement information as well as they could to hold teachers to account.
- Middle leaders do not have enough opportunities to check on pupils' progress. They do not check regularly on pupils' learning.
- Pupils in key stage 1 do not have enough opportunities to develop their understanding of life in modern Britain.
- Pupils do not always have enough opportunities to develop their problem-solving and reasoning skills.
- Teachers do not always provide disadvantaged pupils with tasks that meet their specific needs so they make good progress across key stage 1.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
 - leaders further develop the school’s assessment system so that they can use pupils’ achievement information incisively and hold teachers to account for pupils’ progress
 - middle leaders have more opportunities to perform regularly their monitoring and evaluation role so that they can check more closely on pupils’ progress to improve further pupils’ achievement, particularly for disadvantaged pupils
 - leaders develop further opportunities for pupils to build on their knowledge and understanding of life in modern Britain.
- Improve the quality of teaching and learning by ensuring that:
 - pupils have more opportunities to develop their problem-solving and reasoning skills in mathematics
 - teachers tailor learning tasks to meet the needs of disadvantaged pupils so they make accelerated progress across key stage 1.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher provides a warm and friendly environment where every individual pupil is valued and respected. She is well liked by staff, parents and pupils. She knows every pupil and places a high priority on ensuring that they have a happy school experience.
- Leaders have not responded quickly enough to the recent curriculum and assessment changes. They have been complacent in ensuring that the necessary monitoring and evaluation is securely in place to continue to raise pupils' achievement. This has meant that leaders have not responded promptly enough to the decline in the achievement of disadvantaged pupils.
- Leaders have a clear picture of what needs further improvement at the school. They clearly know the school's strengths and are determined to raise levels of pupils' achievement further. Leaders and staff are further developing the school's provision to ensure that it meets the needs of all pupils. For example, the headteacher has ensured that the school's curriculum continues to provide a plethora of enrichment experiences, such as trips to the theatre. Leaders are working on refining the school's assessment system so that they can assess pupils' achievements more precisely.
- The curriculum is broad and balanced. For example, pupils enjoy their learning through accessing a range of practical experiences, such as making puppets and learning about a range of musical instruments. Pupils have opportunities to explore spiritual development through Tai Chi lessons.
- The leader of the provision for pupils who have special educational needs and/or disabilities ensures that provision for these pupils is effective. She monitors and evaluates additional learning groups to ensure that they are improving pupils' progress. She engages effectively with a range of external agencies to ensure that vulnerable pupils receive appropriate support and care. There is a broad range of pupils' needs varying from medical to behavioural needs. The leader of the provision for pupils who have special educational needs and/or disabilities communicates regularly with parents to keep them fully informed. She provides training for staff to ensure that they are confident in their roles. Additional funding for these pupils is used appropriately.
- The pupil premium funding is allocated appropriately to disadvantaged pupils. For example, leaders use pupils' assessment information to target additional teaching groups to support the progress of these pupils. They know that there is more work to do to ensure that this group of pupils continues to make even better progress across the school.
- The additional funding for primary physical education (PE) and sport is used effectively. The school has ensured that the funding is targeted at sustaining high-quality PE provision. For example, cricket and gymnastics coaches deliver a suite of lessons to pupils. Teachers are able to further develop their skills by working alongside these coaches. Pupils told inspectors that they particularly enjoyed after-school football and gymnastics clubs.
- The headteacher has established effective systems for performance management. The

deputy headteacher ensures that staff receive continuing professional training to build on their skills and knowledge. For example, teachers have opportunities to attend conferences and courses linked to meeting the needs of specific pupils. Provision for pupils who have special educational needs and/or disabilities is particularly strong because of the professional training in place and monitoring of the provision.

- Middle leaders do not have enough opportunities to perform their role as a subject leader. Although leaders analyse regularly pupils' achievement information, they do not check first-hand the quality of provision to ensure that pupils' assessment information is accurate. Recent changes in middle leadership have slowed down the momentum of improvement in this area.
- There are not enough opportunities for pupils to develop their understanding of other cultures and religions, particularly in key stage 1. As a result, pupils' understanding of other cultures and their knowledge of a range of religions is limited.

Governance of the school

- Governors are eager to improve the school further. They have a broad range of skills and expertise. They meet with subject leaders to discuss the quality of provision for their assigned subject area.
- Pupils know who the governors are because classes have a nominated governor. They are involved in the life of the school.
- Governors are well trained in safeguarding and place a high priority on pupils' welfare and safety. For example, the school has recently fitted electronic gates.
- The governing body and leaders have successfully secured the local children's centre building. They know that increasing the nursery provision will support the school to plan provision more effectively.
- Governors understand their strategic role and responsibilities well. They check the performance management of teachers effectively and ensure that they have the necessary information to make informed decisions about pay progression of all leaders and teachers.

Safeguarding

- The arrangements for safeguarding are effective. The headteacher ensures that all staff are appropriately trained in safeguarding, and aware of the risks to pupils posed by radicalisation and extremism. Staff know they have a duty to be vigilant and know well the different forms of abuse.
- The headteacher is tenacious in her approach to the management of child protection. She keeps detailed and accurate records of those pupils who are a concern. Actions taken by outside agencies and staff are diligently recorded on pupils' records to ensure that the needs of the pupil are being met in a timely manner.
- All the checks to help keep children safe are carried out thoroughly. For example, the recruitment checks on staff's suitability to work with children are thorough.
- The school's single central record of staff and visitor checks meets all requirements.

Staff training is kept up to date and staff have a clear understanding of what to do when they have any concerns about a pupil's welfare.

- The school works effectively with outside agencies to safeguard pupils. Leaders respond promptly to concerns and ensure that there is early support in place for vulnerable pupils. Action is prompt, with effective guidance to support families.

Quality of teaching, learning and assessment

Good

- Teachers provide interesting and exciting learning opportunities for the large majority of pupils. Pupils are enthusiastic learners and are keen to improve. For example, in reading and phonics pupils enjoyed a shared-reading activity where the class teacher asked pupils questions to develop their comprehension skills. Meanwhile, another group of pupils was deeply focused on a reading comprehension programme on the computer. Pupils have frequent opportunities to use and apply their reading skills in a fun way.
- The teaching of reading is effective. Pupils have regular opportunities to read with an adult. Where pupils find reading a challenge, they receive additional support from adults to ensure that they make the progress of which they are capable. Pupils have opportunities in their phonics lessons to use and apply their skills well at word and sentence level. The most able pupils have well-developed comprehension skills and are able to discuss their reading preferences.
- Teaching assistants, who work alongside teachers, provide effective support to pupils, particularly those who have special educational needs and/or disabilities. For example, they use effective questioning skills and give clear explanations to pupils. They are highly regarded in the school by teachers and pupils. They receive training so they can effectively support pupils.
- Pupils have opportunities to acquire knowledge through hands-on learning and apply their broad range of skills. For example, Year 2 pupils enjoyed a visit to the local church where they were able to learn about its key features. Pupils were able to explain what the candles, bread and wine represented. The teacher reinforced pupils' handwriting skills so that they produced well-formed and legible handwriting.
- Pupils' mathematics workbooks show that they do not have enough opportunities to develop their problem-solving and reasoning skills. Leaders have recently introduced a new mathematics scheme to support pupils to use a range of practical equipment to reinforce key skills. They acknowledge that more opportunities are needed for pupils to practise using and applying their mathematics knowledge in problem-solving activities.
- Disadvantaged pupils' books show that they do not consistently have learning activities tailored to their needs. This means that this group of pupils do not make as much progress compared to their classmates. Although teachers access the achievement information for this group of pupils, it is not used as well as it could be to target their needs effectively and ensure that they make even greater progress.
- Most-able pupils make good progress. Adults use effective questioning skills to ensure that pupils have opportunities to deepen and extend their learning.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are polite, caring and supportive towards each other and all adults. Pupils who spoke with inspectors said they feel safe and should they have a concern, they know they can speak to an adult. They feel safe in the school and know the routine should there be a fire drill.
- The school nurtures pupils through providing positive play sessions for vulnerable pupils. They quickly recognise pupils' specific needs and ensure that support is in place to ensure that pupils feel safe and secure. The school places a high priority on pupils' health and welfare. For example, parents, staff and pupils do the 'wake and shake' as part of the morning routine, so pupils get fit and ready for school.
- Pupils are proud of their school and value being members of the school council. They are well guided by adults to make decisions about improving the school. The Eco Club has contributed well to the school's environment. They enjoyed painting the outdoor storage shed with a wildlife theme. They also monitor the school's use of energy. Pupils take pride in their school and value their school-wide responsibilities.
- The care and nurture of pupils extends to lunchtimes. The dining supervisors support pupils well and understand their specific needs. They check regularly on vulnerable pupils and encourage pupils to have a healthy appetite by rewarding them with stickers.
- Pupils know how to keep safe online. They know they must not share personal information with people they do not know. One pupil said, 'You should always take care when clicking on the internet.' Teachers remind pupils regularly of these important messages.

Behaviour

- The behaviour of pupils is good. Pupils understand the reward system. They enjoy receiving stickers and raffle tickets to reward them for their positive behaviour and hard work in lessons. The range of initiatives keeps pupils engaged in showing positive behaviour. For example, pupils particularly enjoy having afternoon tea with the headteacher, winning raffle tickets for good behaviour and golden tickets for class rewards.
- During breaktimes, pupils play well together and enjoy playing games. The 'train' in the playground is well used and encourages pupils' role play. Pupils are well supervised on the playground.
- All parents who spoke with inspectors have no concerns regarding the personal development, behaviour and welfare of their children. They spoke positively about the school and the care shown by all staff.
- The large majority of pupils behave well at the school. They settle quickly to tasks and cooperate well in lessons. They follow instructions and complete their tasks to the best

of their ability.

Outcomes for pupils

Good

- The end of key stage 1 2016 pupils' attainment was slightly below the national average in reading and writing. The school noted this dip in attainment in English and put a range of additional support in place. The proportions of pupils achieving the expected standard and at greater depth were slightly above the national average in mathematics.
- In 2017, the school's assessment information shows that the proportion of pupils reaching the expected standard in reading was above the 2016 national average. Pupils make good progress in reading because those who are falling behind or at risk of falling behind are targeted well and receive extra support in reading. Reading interventions are monitored well to ensure that these pupils make good progress. In 2017, the proportion of pupils reaching the expected standard in the Year 1 phonics screening check was in line with the national average. All pupils taking the Year 2 phonics check reached the expected standard.
- Pupils make good progress in writing because they have opportunities to use and apply their writing skills across the curriculum based on real-life experiences. In 2017, the school's assessment information shows the proportion of pupils reaching the expected standard in writing was above the 2016 national average. Pupils' workbooks show a breadth of writing opportunities.
- In mathematics, pupils' workbooks show that they make good progress. They have opportunities to practise their mathematics skills using a range of practical equipment. The school has introduced a new mathematics programme to enhance and enrich the teaching and learning in this subject. Leaders recognise that there is further work to be done to ensure that pupils have greater opportunities to use and apply their problem-solving and reasoning skills. In 2017, the school's assessment information shows the proportion of pupils reaching the expected standard in mathematics was above the 2016 national average.
- The most able pupils achieve well. Workbooks show that they are given ample opportunities to extend and deepen their learning. They make good progress across a range of subjects.
- The progress of disadvantaged pupils slows across key stage 1 and not all disadvantaged pupils make the progress of which they are capable. Pupils' books show that tasks are not meeting consistently their needs so that they can make accelerated progress. School information shows that the difference between the attainment of disadvantaged pupils and other pupils nationally has increased or remained the same in all subjects.
- The provision for pupils who have special educational needs and/or disabilities is good. This is because pupils are well supported and have their needs met well by teachers and teaching assistants. These pupils make good progress from their low starting points.

Early years provision

Good

- Leadership of the early years is good. The early years leader is a knowledgeable and highly skilled practitioner. She works alongside the leader for the provision for pupils who have special educational needs and/or disabilities. Together, and in discussions with other adults, they plan and provide a range of stimulating activities. They use children's assessment information precisely to ensure that activities are tailored to meet the needs of all children.
- The vast majority of children start the Nursery Year with skills which are broadly typical for their age. The combination of good teaching and warm and nurturing relationships enables children to make good progress from their different starting points. In 2017, the proportion of children attaining a good level of development was broadly in line with last year's national average. The gap between disadvantaged children and other children has reduced this year.
- Provision in the early years reflects the highly inclusive nature of the whole school. Staff work effectively with other agencies, and frequently go the extra mile to ensure that children with complex combinations of medical and learning needs are fully included in every aspect of play and learning. As a result, children who have special educational needs and/or disabilities thrive during their time in the Nursery and Reception classes and, in line with other children, are well prepared for Year 1.
- Assessment of pupils' progress is continuous. Staff are using a new electronic assessment system that enables staff to record pupils' achievements instantly. They share pupils' achievements with parents and encourage them to record their children's achievements at home using the online system. This means that adults in the early years are able to build on children's learning that happens at home.
- The early years is safe, bright and vibrant. Activities are well thought out, providing children with opportunities to develop their knowledge and understanding. For example, the well-resourced modelling table enabled pupils to practise their fine motor skills. They cut out shapes, and used rolling pins to flatten dough and a range of interesting tools to shape the dough. During this activity, children engaged in purposeful play using good manners.
- Adults in the early years enable children to develop their independent skills because routines are well embedded. For example, children are encouraged to put on their own aprons, hang up their own coats and help themselves to their fruit break. Children feel safe and are willing to try out new learning experiences. Adults are vigilant to the needs of children but also enable them to become independent.
- Children enjoy playing outside because adults engage in purposeful play. For example, one adult became the Pied Piper, hitting a drum while a line of children followed behind playing their instruments. Children enjoy their learning because adults are responsive to their interests.
- Disadvantaged children are monitored closely to ensure that they make good progress in the early years. From their low starting points, this group of children have a strong start to their school career. Regular discussions take place to ensure that the quality of teaching and learning meets the needs of different groups of children so they make good progress.

School details

Unique reference number	112533
Local authority	Derbyshire
Inspection number	10037184

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant
School category	Maintained
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	The governing body
Chair	Peter Dolby
Headteacher	Susie Kirby
Telephone number	01246 810518
Website	www.clowne-inf.derbyshire.sch.uk
Email address	headteacher@clowne-inf.derbyshire.sch.uk
Date of previous inspection	13–14 May 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is a larger-than-average sized infant school.
- Almost all pupils are White British.
- The proportion of disadvantaged pupils supported through pupil premium funding is similar to that which is found nationally.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average.
- The school runs its own breakfast club.
- The school is used by the local authority to showcase effective provision to other schools within Derbyshire.

Information about this inspection

- The inspectors observed learning in both key stages and in all classes. One of the observations took place accompanied by the headteacher. In total, 10 lessons, or parts of lessons, were observed. The inspectors also scrutinised many examples of pupils' work.
- The inspection team held meetings with senior leaders, subject leaders, representatives of the governing body and pupils.
- The inspectors looked at a wide range of documentation, including the school's development plan and self-evaluation, policies and records related to safeguarding, records of pupils' behaviour, the school's information about pupils' outcomes and attendance, and records of meetings of the governing body.

Inspection team

Emma Nuttall, lead inspector	Her Majesty's Inspector
Linda Lyn-Cook	Ofsted Inspector
Shaheen Hussain	Ofsted Inspector
Phil Unsworth	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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