

# Chaucer Infant School

Cantelupe Road, Ilkeston, Derbyshire DE7 5LN

## Inspection dates

28–29 November 2017

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders, including governors, lack the necessary attention to detail in the monitoring and evaluation of their plans for school improvement. Too often, success is measured by the actions taken rather than the impact of these actions on school improvement priorities.
- Leaders do not monitor or track the progress of groups of pupils robustly enough in order to address underachievement quickly.
- Teaching of mathematics is inconsistent and does not enable pupils to make rapid enough progress. Teachers do not check pupils' understanding thoroughly before moving onto new learning.
- Teachers' expectations of pupils are not consistently high. When not sufficiently challenged, pupils become distracted and lose focus in their learning.
- Teachers and other adults do not respond quickly enough when pupils have not understood their learning in phonics lessons. Consequently, progress in Year 1 is not rapid enough.
- Although whole-school attendance is in line with the national average, a group of disadvantaged pupils do not attend school regularly enough.
- Assessment in the early years is not precise enough to track and monitor progress accurately. Children make limited progress overall.

### The school has the following strengths

- Relationships between pupils and adults are strong. Adults in school provide a nurturing and safe environment where pupils feel secure and happy.
- Pupils have a good understanding of right and wrong and the principles of the rule of law. They are keen to earn rewards for their achievements.
- Safeguarding is effective. Concerns are reported in a timely manner and training of staff is up to date.
- Outcomes at the end of key stage 1 in 2017 in reading and writing showed significant improvements and are now in line with, or above, national averages.

## Full report

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

- Improve the effectiveness of leadership and governance by ensuring that:
  - assessment and tracking systems are used effectively to monitor the progress of groups of pupils so that underachievement is addressed quickly
  - leaders' plans for improvement are sufficiently precise, so that there are clear lines of accountability for the impact of actions on pupils' progress
  - leaders evaluate the impact of their work and amend strategies accordingly
  - governors hold leaders to account through focused monitoring activities
- Improve teaching and learning by ensuring that:
  - teachers' expectations of what pupils can and will achieve are consistently high
  - teachers receive training to improve their subject knowledge in mathematics
  - assessment information is used effectively to plan work that is well matched to pupils of all abilities
  - pupils' misconceptions are addressed in a timely manner
  - pupils have regular opportunities to develop their fluency, reasoning and problem-solving skills in mathematics
- Improve pupils' personal development, behaviour and welfare by ensuring that:
  - low-level disruption is reduced so that pupils remain focused on their learning
  - pupils attend school regularly, particularly those who are disadvantaged.

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

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

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Senior leaders have not monitored the quality of teaching accurately enough over time. Consequently, teaching has been inconsistent and this has led to pupils' outcomes in phonics and mathematics remaining below the national average.
- Leaders do not focus sufficiently on the progress made by groups of pupils. Leaders are aware that disadvantaged pupils attain less well than other pupils and track the progress of individual pupils in their intervention groups. However, because they do not track the progress of this group as a whole, they cannot assess the overall impact of their actions.
- The school's plan for improvement lacks clear direction and does not identify clear aims. As a result, leaders and governors do not hold staff to account effectively.
- Leaders' monitoring is not robust enough to ensure that improvements are made in a timely manner. They do not always evaluate the impact of actions taken. This means that weaknesses are not addressed or resolved quickly.
- Despite validation from the local authority, the school's evaluation of its work is too generous and omits some key weaknesses such as the attendance of disadvantaged pupils. Therefore, leaders and governors do not have an accurate picture of the school.
- The additional funding for disadvantaged pupils has been targeted to improve outcomes in reading and writing and has had a positive impact. However, the lower attainment in mathematics has not been addressed effectively.
- The curriculum design is broad and balanced and is enhanced by off-site visits and extra-curricular activities. However, leaders have not ensured that the wider curriculum is taught well across the school. For example, pupils' scientific enquiry skills are inconsistent because in some classes pupils are not given enough opportunities to carry out science investigations.
- The additional funding for primary physical education (PE) and sport has been used in a variety of ways. For example, a sports coach has been employed to enrich opportunities for teachers' professional development. However, the impact of this provision is unclear as leaders have not monitored spending effectively.
- There have been some significant improvements in pupils' progress, particularly in reading, writing and in the early years. From low starting points, the majority of pupils are now entering Reception with skills and knowledge that are typical for their age. Attainment in reading and writing at the end of key stage 1 is now in line with or above national averages.
- The vast majority of parents who responded to the online survey, Parent View, or who spoke to inspectors during the inspection, were keen to praise the work of the school. A few raised concerns about the information they receive about their children's progress.
- The leader for special educational needs (SEN) and/or disabilities knows the individual pupils well. Pupils' needs are identified quickly and interventions are put in place, allowing the vast majority to make good progress in reading, writing and mathematics.

The school uses outside agencies effectively to ensure that pupils' needs are met. Due to the growing complexity of needs in school, staff are currently accessing training which will allow them to improve provision for pupils with additional needs.

- Leaders promote pupils' spiritual, moral, social and cultural development effectively, preparing them for life in modern Britain. Engaging displays show, for example, what pupils have learned about Remembrance Day. One Reception child, explaining to the inspector, clearly demonstrated her understanding of why people wear a poppy.

### **Governance of the school**

- Although governors are supportive of the school, they have not asked probing enough questions in order to effectively challenge leaders. They have not received the necessary training to help them carry out their roles effectively.
- Governors do not hold leaders to account for the overall progress and attainment of pupils in the school. They do not always recognise weaknesses in performance and attendance of groups of pupils.
- Members of the governing body know how the pupil premium funding is spent. However, they are less aware of the rationale behind spending and as a result they do not have a clear enough picture of the impact.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders ensure that all statutory requirements with regard to recruitment are met. Records show that concerns are dealt with effectively and in a timely manner and illustrate the steps taken to secure pupils' safety and welfare.
- Staff and governors receive regular training in safeguarding. Relevant updates and issues are discussed regularly. The school works effectively with external agencies to provide support for pupils and their families.
- Pupils and the vast majority of their parents agree that the school is a safe place to learn. Pupils are regularly reminded of how to keep themselves safe. However, they do not fully understand how to keep themselves safe when using modern technology.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- The quality of teaching, learning and assessment is inconsistent across the school. Work in pupils' books, observations of lessons and the school's target-setting information show that expectations of pupils are not high enough.
- Teachers do not use their knowledge of prior learning or end-of-year expectations to plan effectively for all pupils, particularly in mathematics. Pupils' books show that some teachers regularly give all pupils the same work to complete, regardless of their ability. As a consequence, pupils are not challenged and sometimes find work too easy.
- School leaders have not provided training in the new mathematics curriculum for teachers. As a result, pupils do not have regular opportunities to develop their

understanding of number or to solve problems.

- When questioning is used effectively in lessons and pupils are encouraged to explain their thinking, this results in pupils' deeper understanding of key concepts and skills. However, this is not consistent across the school.
- Most children enjoy reading both at home and at school as well as using the school library. Many are able to discuss what they are reading and apply their phonics skills effectively to read unfamiliar words. However, this is not consistent across the school.
- In the early years setting and in Year 2 the teaching and of phonics is strong and pupils make good progress. Teaching of phonics is weaker in Year 1. Teachers do not use the correct vocabulary consistently and do not check pupils' understanding frequently enough. Pupils do not have enough opportunities to apply their skills in reading and writing.
- The standard of writing has improved significantly over the past year. Language interventions are effectively implemented and support pupils' communication skills. When teachers have high expectations and create a learning environment where pupils experience many types of spoken and written language, progress is more rapid.
- Teachers provide pupils with enriched experiences across the wider curriculum which allow them to learn in a fun and exciting way. Pupils enjoy learning outdoors and they are confident in linking their experiences in these lessons with their learning inside the classroom. Trips to the local museum also enhance children's learning experiences.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Teachers' expectations of what pupils can achieve are sometimes too low. Some pupils say they are bored and do not enjoy some aspects of their work. As a result, pupils' motivation for learning is underdeveloped.
- Not all pupils have a good understanding of how to keep themselves safe when using modern technology. For example, they do not appreciate the purpose or importance of passwords.
- Pupils say that they feel safe in school and that teachers look after them if they get hurt or have a fall out on the playground. Behaviour logs show that incidents of bullying are rare and are dealt with effectively.
- Pupils enjoy the responsibilities they are encouraged to take around the school. For example, the eco council were busy with the 'switch off fortnight' project.
- Clear routines are established in school and pupils have a good understanding of right and wrong and are keen to talk about the reward systems in place in school such as the 'golden table'.
- The school supports pupils' social and emotional needs successfully. The 'sunshine room' has been developed to support pupils who sometimes find school difficult. This,

along with the development of the 'positive play group' has allowed these pupils the opportunity to access the curriculum and to have a more positive experience in school.

## Behaviour

- The behaviour of pupils requires improvement.
- School leaders have not yet addressed the poor attendance of disadvantaged pupils. While the majority of pupils attend regularly, disadvantaged pupils continue to miss too many days. Consequently, the gap between their attainment and that of others nationally is not diminishing.
- In a minority of lessons there is low-level disruption which interrupts learning. This occurs when tasks are not well matched to pupils' abilities and work is not challenging.
- Pupils generally conduct themselves well at different times of the school day. This is the result of the positive relationships they have with the adults in school and each other.
- Pupils know the school rules and usually follow them. Rules are on display around the school and adults use them to remind pupils when necessary. Pupils are polite, well-mannered and thoughtful. For example, it was the school council's decision to put a 'friendship stop' in the playground so that everyone would always have someone to play with.

## Outcomes for pupils

## Requires improvement

- Historically, children enter Reception with skills and knowledge that are below those typical for their age. From these starting points, children's progress has not been rapid enough and therefore the number of children entering Year 1 with a good level of development is below the national average. However, recent improvements in the Nursery have ensured that children have made rapid progress. This year, the majority of children, including disadvantaged children, have entered Reception at a level which is typical for their age.
- Published data for 2017 shows that the proportion of pupils achieving the expected standard in phonics has been rising for the past three years but remains below the national average. However, by the end of key stage 1, the vast majority have caught up with their peers.
- By the end of key stage 1, in 2017, pupils' attainment in reading improved and the proportion of pupils achieving expected standards for their age is now in line with the national average. The proportion achieving higher than the expected level is now above the national average. Attainment in writing in 2017 improved significantly. The proportions achieving the expected standard and greater depth were both above the national average.
- Conversely, attainment in mathematics has not improved and remains below the national average for the proportion of pupils achieving the expected standard at key stage 1. However, the proportion of pupils achieving at the greater depth in mathematics rose to be in line with the national average.

- From their low starting points, pupils in 2017 made good progress across key stage one. This has enabled them to close the attainment gap in reading and writing, but not yet in mathematics.
- In 2016, the proportion of disadvantaged pupils who achieved the expected standard in reading, writing and mathematics was significantly below the national average. Published data for 2017 shows that disadvantaged pupils made good progress over time from their starting points. The proportion of disadvantaged pupils achieving the expected standard has risen significantly in reading and writing but not in mathematics. The proportion of disadvantaged pupils working at greater depth has also increased and is now above the national average for reading and writing. In mathematics, there has been an improvement but the proportion is still below the national average for pupils working at greater depth.
- Pupils who have SEN and/or disabilities make good progress from their starting points, particularly in reading, because of the quality of the interventions provided. As a result, the school's information shows that attainment for this very small group of children is above national averages. The school has worked hard to cater for the growing complexity of some pupils' social and emotional needs.

### Early years provision

### Requires improvement

- Leaders do not hold teachers fully to account for children's progress. They do not ensure that teachers' assessments of children's achievements are precise enough.
- Teachers and teaching assistants do not record their observations of children's learning in enough detail. Teachers do not ensure that tasks are routinely matched to children's needs. As a result, children do not make the progress of which they are capable.
- Published data shows that the proportion of children leaving the early years with a good level of development has regularly been below the national average but had shown improvement in 2016. Assessment information shows that in 2017, children made insufficient progress from low starting points and the proportion achieving a good level of development remains below national average.
- Adults are not always deployed effectively to develop children's language and communication skills. Adults do not consistently engage with the children to challenge their thinking in order to deepen their understanding of new concepts.
- Current assessment information shows that children continue to enter the Nursery with low starting points. However, the recent improvements have allowed the majority of children, including the disadvantaged, to start Reception at a level which is typical for their age for the first time this year. Observations in lessons showed that the majority of these children are demonstrating skills which are broadly in line with expectations for their age.
- The curriculum is broadly based on the children's interests. All areas of learning are visible throughout the day and when activities are creative, engagement is high.
- Children are confident in their environment and show a growing sense of sustained concentration. They are happy to ask adults for help and then act on this to improve their work.

- The school uses the early years pupil premium funding to provide individual support to develop children’s language and communication skills in the Nursery. In 2017, a greater proportion of disadvantaged pupils entered Reception with skills and knowledge typical for their age.
- Relationships between parents, children and adults are strong in the early years. Parents appreciate staff’s support and encouragement. Clear routines have been established and children settle well into school life.



## School details

Unique reference number	112568
Local authority	Derbyshire
Inspection number	10037618

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

Type of school	Nursery/Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Sue Pardon
Headteacher	Catherine Beattie
Telephone number	01159 325629
Website	<a href="http://www.chaucer-inf.derbyshire.sch.uk">www.chaucer-inf.derbyshire.sch.uk</a>
Email address	<a href="mailto:headteacher@chaucer-inf.derbyshire.sch.uk">headteacher@chaucer-inf.derbyshire.sch.uk</a>
Date of previous inspection	19–20 March 2013

## Information about this school

- The school does not meet requirements on the publication of information about the use and effectiveness of the PE and sports premium on its website.
- Most pupils are White British.
- The proportion of pupils who are supported by pupil premium funding is above the national average
- The proportion of pupils who have SEN and/or disabilities is average.
- Children attending the early years are educated in open plan classrooms. Children attend the Reception classes full time and children in the Nursery attend part time.
- Since the previous inspection, the school has received support from the local authority.

## Information about this inspection

- The inspectors observed learning in 19 lessons, four jointly with the headteacher, visiting all classes. They looked at pupils' work in books covering a range of subjects, abilities and year groups.
- Inspectors met with the headteacher, deputy headteacher and leaders with responsibility for the early years and SEN and/or disabilities, English and mathematics, and the sports premium.
- Inspectors met with members of the governing body and a representative from the local authority.
- Inspectors met with a group of pupils and considered their views of their school. They also spoke informally with pupils during lessons and during lunchtimes.
- Inspectors considered the 21 responses from the parents' online survey, Parent View, and spoke informally with parents at the start of the school day.
- The inspectors looked at a range of documentation, including the leaders' self-evaluation of the school's performance, the school improvement plan, minutes of governing body meetings, the school's target-setting information and documentation related to safeguarding, behaviour and attendance.

## Inspection team

Heidi Malliff, lead inspector

Ofsted Inspector

Shaheen Hussain

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2018