

Chellaston Infant School

School Lane, Chellaston, Derby, Derbyshire DE73 6TA

Inspection dates

7–8 February 2018

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	Good

Summary of key findings for parents and pupils

This is a good school

- Senior leaders provide strong and dedicated leadership for the school. Their plans for improvement provide a clear direction for the school.
- Members of the governing body have a good understanding of the work of the school and are ambitious for its future. They are able to provide good levels of support and challenge to senior leaders.
- Good teaching and effective relationships between adults and pupils encourage pupils to be enthusiastic learners. As a result, pupils enjoy school and get on well together.
- Pupils who have special educational needs (SEN) and/or disabilities receive effective, well-planned support. Teachers work closely with parents and support agencies to ensure that pupils' needs are met.
- Children in the early years make a good start to school life. Good leadership ensures that children enjoy a range of stimulating activities that encourage them to learn in different areas of the curriculum.
- Teachers teach pupils through a curriculum that interests and inspires pupils to learn. It contributes to their personal development as well as their spiritual, moral, social and cultural development.
- The school is a calm and friendly place. Pupils conduct themselves well around the school and are polite and well-mannered.
- Middle leaders are knowledgeable and motivated. They are a united team, committed to ensuring that pupils enjoy their learning and achieve well.
- Senior leaders are diligent in their monitoring of pupils' progress in their learning. As a result, the majority of pupils make good progress in a range of subjects.
- Pupils benefit considerably from the range of sporting opportunities and other wider curricular activities provided by the school.
- Teachers do not consistently use the information they collect about the progress pupils are making to plan writing and mathematics lessons that sufficiently challenge pupils, including the most able.
- Disadvantaged pupils are not making fast enough progress to catch up with other pupils.
- Children in the Reception classes do not have enough opportunities to develop their early writing.

Full report

What does the school need to do to improve further?

- Improve the curriculum in the early years so that there is greater focus on the development of children's early writing skills.
- Ensure that teachers consistently use their assessment of pupils' progress to plan lessons in writing and mathematics that challenge pupils, including the most able pupils, to achieve as well as they can.
- Ensure that leaders use the recent review of the pupil premium funding to improve the attainment and progress of disadvantaged pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- The senior leadership teams' plans for improvement are precise and sharply focused to provide clear direction for the school. The plans accurately identify the areas in need of improvement and are reviewed regularly by leaders to secure sustained developments.
- School leaders, including governors, are united in their ambition and determination to provide the best for all pupils. Leaders' work with colleagues working in other schools is developing good practice and securing skilled staff.
- Leaders have been relentless in ensuring the best possible outcomes for pupils. They have made difficult decisions to restructure classes and teaching groups in order to make sure that teaching is at least good and that pupils make good progress.
- Middle leaders are knowledgeable and lead their areas of responsibility well. They can discuss in depth how their work is securing improvements in their areas of responsibility. For example, the leader for phonics explained how frequent checks on the progress that pupils are making and effective training have improved the quality of teaching.
- The coordinator for pupils who have SEN and/or disabilities has checked that extra funding received by the school is used effectively to raise standards for these pupils. These pupils receive support that is carefully tailored to their needs.
- Senior and middle leaders have recently reviewed the curriculum to ensure that it is motivating for pupils and contributes to their personal development. Leaders are determined to teach pupils through a curriculum that interests them and gives them a better understanding of the world around them. Their learning is enriched by a variety of visits to places of interest and visitors to the school. As a result, pupils' spiritual, moral, social and cultural education is developed well.
- Regular checks on the quality of teaching and learning have enabled leaders to quickly identify weaker performance. Leaders have collected a range of compelling evidence of how coaching, training and other support have improved the practice of individual members of staff.
- School leaders have accessed a range of effective support, some of which is provided by the local authority, for leadership, staff training and development opportunities. For example, they organised specialist advice for the teaching of phonics. As a result, the quality of teaching of phonics is improving and an increased proportion of pupils attained the expected standard in the Year 1 phonics screening check in 2017.
- Senior leaders' rigorous and precise checks on the progress that pupils make in reading, writing and mathematics is bringing continued improvements and raising standards.
- School leaders use the pupil premium funding effectively to ensure that disadvantaged pupils make good progress. However, they realised that the difference in attainment between disadvantaged pupils and other pupils is too wide. As a result, leaders commissioned an external review of the school's use of the pupil premium funding. The suggested actions from this recent review are now being implemented.

- Leaders have rightly focused on improving standards in English and mathematics. However, they do not ensure that teachers use their assessments of pupils' learning as well as they should to raise standards further, particularly for the most able pupils.

Governance of the school

- Members of the governing body have a good overview of the school and are ambitious for its future. They maintain a sharp focus on the progress and attainment of pupils and are effective at holding the headteacher to account for school improvement. They challenge and question the information she provides.
- Governors understand their responsibilities and visit the school regularly to meet with leaders. The visits help governors to see for themselves how well the school is performing. After these visits they make sure that the governing body is made aware of any issues and can take necessary action.
- Governors check how well leaders allocate and monitor any additional funding received by the school such as the funding for pupils who have SEN and/or disabilities. They have supported leaders to improve provision for disadvantaged pupils by commissioning a review of the spending of the pupil premium.
- Governors are keen to ensure that they support the school as best they can to improve outcomes for pupils. As a result, governors regularly take part in relevant training and set themselves challenging targets to develop their understanding and improve their effectiveness.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff and governors have undergone training in safeguarding. Staff understand that they have a duty to be vigilant and are fully aware of the different forms of abuse.
- A robust system enables staff to report any safeguarding concerns they may have regarding a pupil. The designated safeguarding leaders are well trained and ensure that pupils and their families are referred to external support agencies promptly, when required. Records relating to safeguarding are kept in a well-ordered fashion.
- Senior leaders know the school community well and work effectively with families to ensure the well-being of children whose circumstances may make them particularly vulnerable. They ensure that all safeguarding arrangements are fit for purpose.

Quality of teaching, learning and assessment

Good

- Improvements to the quality of teaching have resulted from the senior leadership team's drive, determination and high expectations of what pupils can achieve. Observations of learning, scrutiny of pupils' books and the school's assessment information show that teaching is typically good. Where teaching is less strong, leaders provide effective guidance and skilled support.
- Teachers have a good understanding of the subjects they teach. They plan lessons that are motivating for pupils. As a result, pupils are keen learners. For example, pupils in

Year 1 enjoyed creating information booklets based on their scientific learning about animals' senses.

- The teaching of phonics is good. Teachers and teaching assistants have received training to ensure that standards in phonics continue to improve. Pupils who read to inspectors were able to use their phonics knowledge to read unfamiliar words. In addition, inspectors saw pupils using their phonics knowledge to support spelling in their writing.
- Teachers plan mathematics lessons for pupils that are structured well and build on what pupils know and can do. Pupils have frequent opportunities to use their knowledge to solve problems and explain what they have done and why.
- Teachers use interesting stories and other texts to interest and motivate pupils to read. Pupils read regularly and use their understanding of texts to help them develop their writing skills. For example, pupils in Year 2 were observed writing descriptive phrases that were based on their reading of the text 'Little Red Hen and the Hungry Lion'. They enthusiastically worked together to create imaginative phrases such as, 'the dusty, sandy, yellow road' and 'the gently swaying, tickly, green grass'.
- Pupils who have SEN and/or disabilities receive effective, well-planned support. Teachers work closely with parents and colleagues to ensure that additional support meets pupils' needs and is carefully targeted to move them on in their learning.
- Teachers and teaching assistants work well together. They share planning and use different approaches to get pupils fully involved in learning. As a result, relationships with pupils are respectful and pupils enjoy learning. As one parent said about her two children in the school, 'I feel that both my children are treated as individuals by the teaching staff who know them well and work hard to help them progress.'
- The focus on improving pupils' handwriting and presentation has resulted in clear improvements in the quality of pupils' writing. The work in pupils' books shows that pupils' handwriting is now neat and well presented. The content of their writing has also improved.
- Teachers do not use the information they collect about pupils' progress, particularly in writing and mathematics, as effectively as they could. As a result, pupils are not consistently challenged to do as well as they can. Conversely, where challenging work is well matched to pupils' needs in lessons, pupils make good improvements in their learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Relationships between adults and pupils are friendly and caring. Pupils say that they feel safe in school and that they can talk to staff about any worries they may have.
- Pupils enjoy school and socialise well. They are encouraged to take part in decision-making through their elected positions as members of the school council. In addition, lessons and collective worship regularly focus on themes around fundamental British

values and ensuring that pupils understand how to keep themselves safe in different situations.

- Leaders effectively promote healthy lifestyles. Pupils were able to explain to inspectors how to stay healthy by eating well and exercising regularly.
- Pupils highly value and benefit from the range of sporting clubs and other wider curricular activities provided by the school such as cheerleading and gymnastics as well as the gardening, stitch and sew, and music clubs.
- Pupils know how to keep themselves safe in a variety of situations. These include how to stay safe online and the dangers from fire. The vast majority of parents who responded to Ofsted's online survey, Parent View, confirmed that the school keeps their child safe. As one parent explained, 'My children learn in a safe, supportive, fun and positive environment.'
- There is a strong ethos of friendship and respect for others. Parents and carers appreciate the ease with which they can approach teachers who, as one parent put it, 'do their utmost to help you and your child if you have any issues'.

Behaviour

- The behaviour of pupils is good.
- The school is a calm, friendly place that is conducive to learning. Pupils conduct themselves well around school and are respectful towards adults and each other.
- Pupils have a good understanding of bullying and the different forms it can take. They say that incidents of bullying are few and that adults deal with these incidents promptly and fairly.
- Leaders have recently introduced new strategies for teachers to reinforce expectations for pupils' behaviour including behaviour for learning. During the inspection it was clear that this is developing well. When teachers demonstrated consistently high expectations for behaviour for learning, it ensured that pupils responded quickly and learning was very effective.
- In lessons, pupils collaborate well and show mutual respect for each other. Relationships are positive. In some lessons, pupils lost focus only if their work was not well matched to their needs.
- Procedures for monitoring attendance are rigorous. Leaders have raised the importance profile of attendance in the school and with parents. The learning mentor works closely with vulnerable families and outside agencies. As a result, attendance is improving and is close to the national average.

Outcomes for pupils

Good

- Evidence seen in pupils' books and in lessons, and information provided by the school, indicate that the vast majority of current pupils are working at the standard expected for their age in reading, writing and mathematics.
- Historically, standards by the end of key stage 1 have been high. In 2016, the proportions of pupils achieving the expected or higher standards declined. Leaders

reacted promptly to improve teaching and organised high-quality training for staff. As a result, standards improved in 2017 and above-average proportions of pupils attained the expected standard in reading. Attainment for writing and mathematics improved to be in line with national averages.

- Over recent years the proportion of pupils achieving the expected standard in the Year 1 phonics screening check has fluctuated. Senior leaders have appointed a dedicated leader for the improvement of the teaching and learning of phonics. The leader has arranged specialist training to improve the quality of the teaching of phonics. As a result, in 2017, the proportion of pupils who attained the expected standard in the Year 1 phonics screening check improved to be in line with national averages.
- Disadvantaged pupils do not attain as well as their peers in reading, writing and mathematics. Specifically focused additional support is ensuring that these pupils make good progress but leaders have identified that this progress is not yet sufficient for pupils to quickly catch up with their peers.
- Over the last four years, the proportion of children leaving the Reception class achieving a good level of development, has steadily improved and is now in line with the national averages.
- The most able pupils achieved well in reading and mathematics in 2017. The proportions of pupils exceeding the expected standards in reading and mathematics were above the national averages. However, they were lower than the national average in writing.
- A large proportion of pupils, including the most able pupils, disadvantaged pupils and those who have SEN and/or disabilities, are currently making good progress in reading, writing and mathematics. In some classes, their progress is less rapid in writing and mathematics because pupils' work is not well matched to their abilities.

Early years provision

Good

- The leader of the early years is relatively new to leadership but is well supported by senior leaders. She has a good understanding of the early years and has high expectations of children's learning. She uses children's assessment information to plan a range of stimulating activities to effectively meet the needs of children.
- Children who start school in the early years come from several pre-schools. The majority of children start the Reception Year with skills and knowledge that are mostly typical of those expected for their age. However, children's reading, writing and language skills are often below those expected for their age. Good teaching and warm nurturing relationships enable children to make good progress.
- In 2017, the proportion of children who attained a good level of development by the end of the Reception Year improved from the previous year and is in line with the national average.
- The Reception classes are vibrant, motivating and safe places for the children to learn. Activities indoors and outside provide children with opportunities to develop their knowledge and understanding in different areas of the curriculum. Children are encouraged to investigate and to work things out for themselves. As a result, children are often absorbed in their learning. For example, children independently made model

dragons out of cardboard boxes, wood and nails, based on their learning about Chinese New Year celebrations.

- The Reception classes are inclusive. Children who have SEN and/or disabilities are supported well. Teachers adapt activities to make sure that they meet children's needs. As a result, like the majority of children, those who have SEN and/or disabilities thrive and are well prepared for Year 1.
- Assessment of children's progress is continuous. The leader ensures that teachers collect a range of evidence to show that children are making good progress across the early years curriculum. She regularly checks the accuracy of the assessments with colleagues working in other schools.
- Children's reading and mathematics skills are developed well. They are provided with opportunities to practise their letter sounds daily in phonics lessons. This is rapidly improving their early reading skills. Children also develop their understanding of number by playing number games in a variety of situations. For example, inspectors observed children counting, adding and comparing numbers while playing a game of skittles outside. Children playing in the restaurant role-play area were seen counting and comparing quantities of money.
- Children's achievements are regularly shared with parents. Leaders' recent trial introduction of a new online assessment tool has enabled parents to effectively share in their children's achievements.
- Relationships between adults and children are positive. Well-structured routines and procedures mean that children move carefully between classes. They cooperate with each other and behave well.
- Children have regular opportunities to practise their writing. However, the teaching of early writing skills is not ensuring that children make rapid progress.

School details

Unique reference number	112754
Local authority	Derby
Inspection number	10041587

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

Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	The governing body
Chair	Brad Ames
Headteacher	Lindsay Galley
Telephone number	01332 700298
Website	www.chellastoninfants.co.uk
Email address	admin@chellastoni.derby.sch.uk
Date of previous inspection	10–11 December 2014

Information about this school

- Chellaston Infant School is larger than the average primary school.
- The school receives support brokered through the local authority to target specific areas for school improvement. They access specialist support from the Primary Strategy Team for continuing improvements to the quality of teaching and learning, as well as for leadership.
- The majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is below the national average.
- The proportion of pupils eligible for the pupil premium is below the national average.
- The proportion of pupils who have SEN and/or disabilities is below the national average.

Information about this inspection

- Inspectors observed teaching in all year groups, including joint observations with senior leaders. They observed the teaching of reading and listened to pupils reading. Inspectors talked to pupils about their school and looked at examples of pupils' work.
- Inspectors held meetings with the headteacher, deputy headteacher, assistant headteacher and several middle leaders. The lead inspector held meetings with representatives of the governing body and a representative from the local authority.
- Inspectors spoke with parents informally at the start of the school day. They took account of the 64 responses to the Ofsted online questionnaire (Parent View).
- Inspectors considered the 33 responses to Ofsted's online questionnaire for staff. There were two responses to the pupil survey.
- Inspectors looked at a range of documents, including: the school's self-evaluation of current performance and plans for improvement; the school's most recent information on the achievement and progress of pupils; information relating to the safeguarding of pupils; the recent external review of the school's use of the pupil premium funding; the school's most recent information relating to the attendance of pupils; and minutes from a number of governing body meetings.

Inspection team

Stephanie Innes-Taylor, lead inspector	Her Majesty's Inspector
Lindsay Hall	Ofsted Inspector
Karen Slack	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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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, or look for the link on the main Ofsted website: 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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
W: www.gov.uk/ofsted

© Crown copyright 2018