

Inspection of a good school: Chilvers Coton Community Infant School

Fitton Street, Nuneaton, Warwickshire CV11 5RB

Inspection dates: 19 and 20 October 2021

Outcome

Chilvers Coton Community Infant School continues to be a good school.

What is it like to attend this school?

This is a calm and caring school. Staff and pupils make everyone welcome. Pupils like coming to school and have positive relationships with their friends. Pupils know their teachers care about them and will always provide help if they need it.

Behaviour in lessons and at other times of the school day is very good. Pupils are very well mannered. Staff model the high expectations they insist on. Pupils play together happily, taking turns and helping each other. The indoor and outdoor environments are of a high quality. Staff and pupils take pride in their school.

Pupils feel safe in school. Bullying is extremely rare. Staff know their pupils very well and are alert to any signs of upset. Staff encourage pupils to talk about how they are feeling. They help pupils say sorry to each other and understand why this is important.

Leaders want all pupils to be self-confident and happy learners. They have planned a curriculum that helps pupils grow in confidence and enjoy new experiences. Children settle quickly and happily into Nursery and Reception.

Parents and carers think highly of the school. They value the support they and their children receive. They felt very well supported throughout the pandemic.

What does the school do well and what does it need to do better?

Leaders have considered the curriculum carefully. They encourage pupils to aim high, do their best and be proud. Many of the pupils who join the school come with English as an additional language or with poor language development. Leaders have therefore developed detailed plans to help pupils make progress in their vocabulary and language skills. All subjects have key vocabulary lists. Starting in early years, leaders identify vocabulary that pupils must know and use.

Reading is a key priority for the school. Leaders and staff plan and deliver phonics systematically. Books are well matched to the sounds pupils know. Phonics starts in Nursery. Pupils who are falling behind receive the support they need quickly. The use of support staff to help all pupils keep up is effective.

Story times are of a high quality. Leaders have identified books they want pupils to know inside and out. The 'favourite five' books for each half term are shared with parents. Pupils join in with these stories with great enthusiasm and real enjoyment. Pupils can take home dual-language books similar to those read in story time. This helps families to share stories together.

Teachers encourage pupils to read from books they have practised in school. However, the records and monitoring of reading in school and at home are not as strong as they could be. Some parents do not hear their children read at home. Leaders could do more to encourage and support parents with their child's reading.

Mathematics teaching is strong. Leaders and staff plan lessons so pupils know and remember more over time. Staff model key language and pupils learn how to explain their understanding of number. Staff identify pupils who need support or extra challenge swiftly and adapt learning to meet their needs. The curriculum starts in nursery where pupils learn the basics of number. Pupils like mathematics and are confident in what they know.

The music curriculum is well planned. Leaders give good support to staff. Pupils enjoy singing and playing instruments. They use the correct musical vocabulary confidently. Pupils in Year 2 learn how to play the recorder. They can describe how they had learned to blow the recorder gently and how their playing of the recorder has improved.

Staff teach pupils how to write letters and numerals correctly. However, staff do not always correct pencil grip and model handwriting skills consistently well. Staff do not always react quickly to bad habits. This means some pupils struggle to write letters or numerals fluently and well.

Leaders want all pupils to do well. Pupils with special educational needs and/or disabilities (SEND) take part in all aspects of school life. Leaders identify pupils' needs swiftly and ensure they get the support they require. Staff adapt lessons so that pupils with SEND can join in the learning with their peers and then have targeted and effective support. Parents of pupils with SEND are very positive about the support they and their children receive.

Leaders ensure that pupils have wider opportunities at school. Pupils in Year 2 become school councillors. The school supports local charities and visits local places of worship. Pupils take part in after-school clubs. Leaders help pupils learn about their local community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure all staff are well trained and receive regular updates on safeguarding issues. Staff know the procedure to record and report any safeguarding concerns. Leaders know their pupils and families well and are vigilant to any signs of concern. Pupils know how to keep safe, including why it is important to be careful when online and not to talk to strangers.

Governors take their safeguarding responsibilities seriously. They receive regular training and updates from the school. Governors ensure all staff go through the required checks before they start working in the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not enough attention is paid to ensuring pupils form letters and numerals correctly. This means that pupils can get into bad habits from an early age. Leaders should ensure that all staff model the correct formation of letters and numerals well and support pupils to develop and maintain a good pencil grip. Leaders should also ensure that any poor practice is addressed quickly and consistently.
- Some pupils do not read regularly enough. Home-school records are not completed consistently or monitored to check that practice is in line with the school's policy. Some parents do not hear their children read often at home. As a result, some pupils do not get the opportunities to develop their reading skills as well as they might. Leaders should develop consistent approaches to reading records and the quality of what is recorded. They should also consider how they can offer greater support to parents to help them hear their children read at home.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	125537
Local authority	Warwickshire
Inspection number	10199609
Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair of governing body	Haider Wazir
Headteacher	Sian Mabblerley
Website	www.chilvers-coton.co.uk
Date of previous inspection	27 and 28 January 2016, under section 5 of the Education Act 2005

Information about this school

- The headteacher and deputy headteacher were appointed in September 2018.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation.
- The inspector met with the headteacher, deputy headteacher, other leaders within the school, and teaching and non-teaching staff. She also met with the chair and three members of the governing body.
- The inspector met with key staff responsible for safeguarding and checked the single central record and procedures for the recruitment of staff. She discussed procedures and policies relating to safeguarding and the welfare of pupils.

- Subjects inspected in depth as part of this inspection were reading, mathematics and music. The inspector visited lessons with senior leaders, looked at pupils' work and met with pupils and staff from these lessons. She observed phonics teaching in Reception and Years 1 and 2, and observed pupils read. She also met with the school council to listen to their views of the school. She visited the Nursery class at different points on the day.
- The inspector watched pupils' behaviour in class and at other times during the day, and spoke to parents, staff and pupils about behaviour.
- The inspector spoke with parents at the end of the school day. She considered the responses to Ofsted Parent View and free-text responses. She studied the responses to the staff online questionnaire.
- The inspector studied the school's website and public information.

Inspection team

Tina Willmott, lead inspector

Ofsted Inspector

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