

Inspection of Clowne Junior School

King Street, Clowne, Chesterfield, Derbyshire S43 4BS

Inspection dates:

2 and 3 November 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils enjoy their busy, happy school. They are keen to learn. One of their favourite subjects is mathematics. Pupils said 'Flashback 4' helps them remember and warms up their brains. They appreciate the extra help they receive when they need it. A pupil said: 'It is like a sneaky peak to give you a head start.'

Pupils trust all adults to help them and to be fair. They are confident to use the 'chat box' to let adults know about any worries they may have. Pupils enjoy playtime with their friends. Pupils say that bullying rarely happens. Some pupils can be boisterous. However, pupils feel safe because teachers soon sort out any problems.

Leaders want all pupils to achieve well. Pupils enjoy finding out about local heritage and far-flung places. They enjoy trips to historic sites and different places of worship. They also enjoy residential visits. Pupils remember what they learn and link it to new ideas.

Pupils relish taking on roles, such as play leaders and well-being ambassadors. They told inspectors they have to apply for jobs. One pupil explained: 'She's a good ambassador because she is kind, calm and listens.'

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

Leaders have improved this school. They spot and use staff expertise well. They provide effective training. All staff feel valued and know that leaders consider their well-being. All share the school vision to work together for the success and happiness of pupils.

Leaders have put in place a well-planned and sequenced curriculum. This builds on from what pupils learned previously, in key stage 1. In subjects such as physical education (PE), music and Spanish, leaders have developed a strong curriculum. Planning identifies the key knowledge that pupils need to learn, from Year 3 through to the end of Year 6. Teachers appreciate clear guidance in unfamiliar subjects. Pupils get a good quality of education across a range of subjects.

Subject leaders are clear about the knowledge and skills they want pupils to learn. In subjects, such as history and geography, pupils across year groups study the same topic. Older pupils encounter more sophisticated ideas. Teachers plan together, to check progress across year groups. Teachers make adaptations so all pupils can learn important knowledge. They use quizzes and reviews of what pupils know. This is helping pupils learn and remember more. However, teachers do not challenge pupils to reflect fully on what they know, to deepen their understanding.

Leaders know reading is key to pupils' future success. Pupils enjoy using the well-stocked library. They read a lot and enjoy rewards for this. Teachers read interesting books to pupils every day. Leaders have established a well-sequenced reading

curriculum. Teachers use the structured 'reading week' well. They teach all pupils how to tackle a range of demanding texts. Pupils are confident to consider, reflect on and question what they read.

Leaders have reviewed the school's approach to helping early readers. Most pupils are confident readers when they join the school. The COVID-19 pandemic has disrupted this pattern. Leaders put in place a new phonics programme. This has helped many pupils to catch up and move on to age-related reading.

Leaders have established a well-planned mathematics curriculum. Training has ensured that teachers are confident to spot and address pupils' misconceptions. Pupils keep up and feel successful.

Leaders accurately identify pupils with special educational needs and/or disabilities (SEND). They provide a wide range of appropriate support. Interventions ensure pupils are comfortable, confident and ready to learn. However, the interventions do not routinely focus on the most important knowledge pupils need to know.

Leaders ensure that pupils benefit from a range of experiences. Sports opportunities are a priority, following COVID-19 interruptions. Teachers support pupils well with their health and well-being. Pupils are considerate and respectful of differences. They take part in events such as 'Deafness Awareness Week', for example.

Governors understand their statutory duties. They are knowledgeable and ask challenging questions to hold leaders to account. They bring valuable skills to the school team.

Parents and carers know their children are happy and safe. They trust the approachable, caring staff. They appreciate the support they received during recent lockdowns.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their families and community well. They are unflinching in pursuing the right support for vulnerable pupils. Staff share leaders' deep commitment to pupils' well-being.

Staff receive regular training. Staff know what to report. They pass on the smallest concerns quickly.

Meticulous administration and procedures ensure the school communicates well with other agencies. The school follows diligent recruitment procedures.

Pupils say that they feel respected by their peers. They trust adults to help them with any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders ensure that pupils know more and remember more across all subjects. However, leaders have not made sure that pupils understand how knowledge is developed and applied in each subject. As a result, pupils are not routinely able to think critically about the knowledge they learn. Leaders should ensure that pupils are able to develop an understanding of how knowledge is applied within different subjects, so that they can think critically about what they are learning.
- Leaders quickly identify pupils who need additional support. However, leaders do not ensure that interventions are planned precisely enough to fill the gaps in knowledge these pupils may have. As a result, some pupils with SEND do not catch up as quickly as they should, and struggle to keep up. Leaders should ensure that pupils with SEND receive opportunities to fill any gaps they may have in their learning and revisit key knowledge, so they catch up and keep up.

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	112532
Local authority	Derbyshire
Inspection number	10200142
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	354
Appropriate authority	The governing body
Chair of governing body	Penny Killow
Headteacher	Charlotte Newton-Wall
Website	www.clowne-jun.derbyshire.sch.uk
Date of previous inspection	6 and 7 March 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in April 2019. Other senior leaders were appointed in January 2019.
- The school offers an after-school club, which is managed by the governing body.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, assistant headteacher and other leaders, including the coordinators for SEND.
- Inspectors met with the chair and vice-chair of governors and two further governors. They spoke to a representative of the local authority.
- Inspectors considered a range of documents.

- Inspectors carried out deep dives in these subjects: early reading; mathematics; history; PE; and personal, social and health education. Inspectors met with subject leaders, visited lessons, spoke with teachers, met with pupils and listened to them reading to adults. Inspectors considered curriculum plans and scrutinised samples of pupils' work. Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors met with groups of pupils. They visited the after-school club and the playgrounds at playtime and lunchtime.
- The single central record was scrutinised as part of the inspection of safeguarding. Inspectors spoke with a range of staff and pupils and considered records that the school keeps.
- Inspectors spoke with parents and carers at the end of the school day. They considered the 59 responses to Ofsted's online survey, Parent View, including the 56 responses to the free-text facility. They also considered the responses to the staff survey and the pupil survey.

Inspection team

Mandy Wilding, lead inspector	Ofsted Inspector
Jackie Thornalley	Ofsted Inspector
Lynn Corner-Brown	Ofsted Inspector

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