

Inspection of Lons Infant School

Tavistock Avenue, Ripley, Derbyshire DE5 3SE

Inspection dates: 6 and 7 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Lons Infant School is a happy, inclusive and welcoming place. Pupils enjoy attending here. They value their learning. Pupils know the school's six values. These include kindness, cooperation, respect and honesty. Pupils use these well to form good friendships. Pupils ensure that they include others in their games.

Pupils behave well in lessons and at playtime. They are polite to each other and to visitors. Pupils have a secure understanding of what bullying is. They say that it is rare. Pupils are confident that staff deal with any such issues quickly and fairly. Pupils feel safe. They know that adults care for them.

Books are a prominent feature of the school. High-quality texts are woven through the school's curriculum. Pupils enjoy reading. However, the teaching of phonics and early reading is not as effective as it could be.

Leaders have ensured that pupils learn a broad and balanced curriculum. They expect pupils to achieve highly. However, the curriculum for pupils with special educational needs and/or disabilities (SEND) has not been as carefully considered. It is not as effective as it could be.

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

Leaders have identified what is taught for each subject and in each year group. This starts in the Reception class. The curriculum for mathematics is well established. However, pupils do not always remember the most important knowledge taught in a lesson. Instead, they often remember what they did. Subject leaders do not check often enough how well the curriculum is being taught. As a result, curriculum plans are not adapted to ensure pupils know more and remember more over time.

Leaders have prioritised the teaching of early reading and phonics. Pupils experience a variety of different books and texts. This is helping to develop their vocabulary. However, the teaching of phonics is inconsistent. Some staff teach phonics differently. This causes pupils to become confused. Some pupils are therefore not reading as confidently and fluently as they might. Books are not always carefully matched to the sounds that pupils know. When adults identify pupils that are falling behind there is no consistent system in place to help these pupils to catch up.

Leaders have ensured that staff have received relevant training to support pupils with SEND. However, some aspects of their education are not considered specifically or carefully enough. Therefore, some pupils with SEND do not always receive the extra help and support that they need. Leaders do not consistently monitor whether learning is ambitious enough for pupils with SEND. They do not always check if pupils with SEND know and remember more.

Most pupils behave well. They listen to adults carefully and respond appropriately to their expectations. As soon as pupils begin at the school, routines are quickly established. Pupils are excited about the rewards they receive for good behaviour and as a class. They work together to earn rewards. Pupils' attendance is good. They are almost always punctual, which helps to ensure that no learning is missed.

Leaders have carefully considered and planned for the personal development of all pupils. Through the personal, spiritual, health and economic (PSHE) curriculum, pupils learn how to keep healthy, stay safe and develop positive relationships. Pupils learn to be tolerant, truthful and respectful of each other and their surroundings. Leaders provide many opportunities for pupils to extend their experience and understanding of the world beyond the classroom. This includes using their local grounds and visiting various places in the community. Pupils learn to appreciate different cultures and faiths, for example through visiting a mosque, and learning about religious festivals such as Ramadan and Eid.

In the early years, the curriculum is well thought through. Staff are knowledgeable and as a result children are settled, happy and learning the intended curriculum. There are frequent opportunities to extend children's vocabulary and communication skills. Leaders in the early years are ambitious for all children, including those with SEND. Relationships between adults and children are warm and positive. Leaders recognise the school's role and importance within the community. Staff recognise that leaders are conscious and supportive of their workload. Leaders care for their well-being.

Parents hold positive views about the school. They appreciate the care that their children receive. They say that communication with staff is a strength.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff safeguarding training is up to date. Key messages about safeguarding are revisited regularly. Staff are vigilant to the potential signs of abuse. They ensure that incidents or concerns are reported swiftly to the safeguarding leads. Staff understand the risks that pupils may face in the local community and beyond. The curriculum ensures pupils know how to stay safe on the internet. The school works closely with outside agencies and families to support vulnerable pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not have a systematic approach to the teaching of early reading and phonics. Pupils can sometimes become confused because different staff teach reading in different ways. This slows pupils' progress. Leaders should ensure

there is a systematic synthetic approach to the teaching of phonics for all pupils, including for those with SEND.

- Some pupils with SEND do not always experience a well-sequenced curriculum. Some do not receive the necessary extra support. This slows their progress. Leaders should ensure that pupils with SEND experience a carefully planned curriculum which details clearly what pupils should learn, and when, across all subjects. Leaders should check regularly to assure themselves that pupils are learning more and gaps in knowledge and skills are closing.
- Subject leaders have not had sufficient opportunities to make checks on their areas of responsibility. This has resulted in pupils, including those with SEND, not remembering the curriculum. Leaders must have sufficient knowledge and expertise to check on the curriculum to ensure pupils know more over time.

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.

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	112710
Local authority	Derbyshire
Inspection number	10227807
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	79
Appropriate authority	The governing body
Chair of governing body	Paul Moss
Headteacher	Amanda Joynes
Website	www.lons.derbyshire.sch.uk
Date of previous inspection	7 March 2017, under section 8 of the Education Act 2005

Information about this school

- There have been significant changes in staffing over the past 18 months.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders and the chair of governors, and spoke to a representative from Derbyshire local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke to leaders about the curriculum and looked at samples of pupils' work in design and technology and geography
- Inspectors visited pupils with SEND while they were learning and looked at education, health and care plans and how they were being applied.
- Inspectors spoke to pupils about behaviour, their attitudes to learning and how the school supports their personal development, including spiritual, moral, social and cultural development.
- Inspectors spoke to leaders about their curriculum in personal, social and health education, including relationships and sex education and health education.
- Inspectors spoke to parents at the start of school and took note of the responses to the online survey, Ofsted Parent View.
- Inspectors checked the records that leaders keep on safeguarding and spoke to staff about their training to keep pupils safe.

Inspection team

Kate Mann, lead inspector

Ofsted Inspector

Phil Abbott

Ofsted Inspector

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