

Inspection of a good school: Clowne Infant and Nursery School

Ringer Lane, Clowne, Chesterfield, Derbyshire S43 4DB

Inspection dates:

24 and 25 January 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils are happy and safe in school. They know they can talk to an adult if they have a worry. Pupils know the adults care about them. They receive excellent emotional support from the staff. Staff are alert to any worries shared by parents and carers. One comment made by a parent, typical of many, is, 'We love the effort each and every staff member puts into each and every child.'

Pupils are polite and friendly. They listen carefully to adults. They are keen to do their best. They enjoy being at school. They enjoy learning about many different topics. Pupils are curious and enthusiastic. Staff help pupils achieve the school's vision of 'giving them aspirations and engaging them in lifelong learning'. However, too many pupils are absent from school too often. They miss out on learning.

Pupils understand the importance of being kind to one another. Teaching in Anti-Bullying Week gives pupils a good understanding of bullying. Pupils said bullying is rare. They know what to do if it happens.

Pupils benefit from the many staff employed at the school. Staff ensure pupils are happy and safe. The staff help pupils learn.

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

Leaders are working hard on creating an exciting and well-thought-out curriculum. They are thinking carefully about all the subjects in the curriculum. They have identified the important skills and knowledge that pupils need to learn, from Nursery to Year 2. They have begun to consider the important knowledge that pupils need to learn in order to acquire these skills. However, in key stage 1, leaders have not completed this work for several subjects. As a result, children do not develop the skills and knowledge they should

in all subjects. In subjects where the knowledge is not identified, teachers do not check pupils' learning effectively.

Leaders have recently introduced a new phonics curriculum. It is well planned. The books that pupils take home are closely linked to the sounds pupils learn in lessons. Most pupils learn from adults who are skilled teachers of reading. However, where this is not the case, pupils fall behind their peers. They do not get the help they need to catch up. Leaders need to provide all staff with training so they can use the new scheme effectively.

Pupils read from a range of different books. These include online books and topic books. Pupils read eagerly. Leaders have created a reading culture in the school, where books are enjoyed by all pupils.

Leaders have also recently introduced a new mathematics curriculum. Leaders have identified clearly the intended learning for each lesson. Teachers use a range of well-considered resources to support pupils' learning. For example, mathematics workbooks include tasks that give pupils the chance to practise new knowledge in different ways. Most pupils learn well. However, as with phonics, some pupils are falling behind. This is because not all teachers give pupils enough time to practise and secure the important learning. As a result, some pupils need help to complete tasks. They do not learn how to do the work themselves.

Leaders ensure that the needs of pupils with special educational needs and/or disabilities are clearly identified. Pupils receive additional support from one of the many additional adults during their lessons. The majority of these adults provide effective support which helps pupils learn. Not all adults are as effective.

In the early years foundation stage, children get off to a great start. Leaders have very carefully considered what they want children to know. It is clear how knowledge builds. Plans are very precise and detailed. Adults know exactly what the children need to learn. The adults in the early years are well trained. They reinforce important vocabulary while playing alongside the children. They use books to inspire creativity. They celebrate success. They provide an extensive range of well-chosen learning opportunities, and children flourish.

Pupils enjoy learning about many exciting topics. Low-level disruption is very rare. Pupils concentrate well in lessons. Pupils recalled how Mary Seacole and Nelson Mandela were treated unkindly because of the colour of their skin. A pupil told the inspector that 'it was not fair'. Pupils have an age-appropriate understanding of British values. They know about democracy and respecting others. They learn about different relationships and staying healthy.

Staff feel their workload is manageable. They say they are well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

All adults know the processes and procedures for reporting concerns. They know the signs and indicators of possible abuse. Where concerns are raised, leaders respond swiftly and appropriately. When needed, staff provide additional support to help families who are experiencing difficulties.

Leaders ensure that adults receive extensive safeguarding training. As a result, staff know and understand their responsibilities to help ensure that pupils stay safe and are protected from harm.

Pupils learn about staying safe. They know whom to talk to if they have a worry or a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have identified the skills they wish pupils to acquire in all subjects. However, they have not yet identified the important knowledge that pupils need to learn in all subjects. As a result, teachers do not always know what knowledge to teach pupils. They sometimes teach knowledge that does not always support the development of the skills leaders have identified. Leaders must ensure that they identify the precise knowledge they want pupils to know and remember so that teachers know what they should teach their pupils and know when to teach it.
- Leaders have introduced new curriculum plans and resources in a number of subjects, including mathematics and phonics. However, they have not ensured that all staff use them effectively. As a result, some pupils fall behind their peers. Leaders must ensure that all staff receive support to teach the new curriculum programmes effectively.
- Too many pupils are absent too often. This has a negative impact on their learning and development. Leaders must ensure that pupils receive support to attend school regularly.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2017.

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	112533
Local authority	Derbyshire
Inspection number	10254903
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	300
Appropriate authority	The governing body
Chair of governing body	Peter Dolby
Headteacher	Susie Kirby
Website	www.clowne-inf.derbyshire.sch.uk
Dates of previous inspection	10 and 11 October 2017, under section 5 of the Education Act 2005

Information about this school

- There have been several changes of staff since the previous inspection.
- 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 leaders and has taken that into account in his evaluation of the school.
- The inspector held meetings with the headteacher, subject leaders, members of the governing body and a representative of the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and geography. For each deep dive, the inspector 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. The inspector heard pupils in different year groups read.
- The inspector reviewed curriculum documentation in other subjects.

- The inspector reviewed the responses received on Ofsted Parent View and considered the results of Ofsted's surveys for staff and pupils. He also considered the views shared in a letter.
- To judge the effectiveness of safeguarding, the inspector read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safer recruitment of staff and met with the safeguarding team. The inspector also spoke with staff and pupils.

Inspection team

Andy Lakatos, lead inspector

Ofsted Inspector

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