

Inspection of a good school: Chellaston Infant School

School Lane, Chellaston, Derby, Derbyshire DE73 6TA

Inspection dates:

24 and 25 May 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. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Most pupils say they like coming to school, and they are happy. Leaders have high expectations for pupils to achieve the best they can. This is not yet realised for all pupils. This is because the teaching of early reading and mathematics is not yet as effective as it should be. Most pupils struggle to remember what they learn in some subjects. Pupils who struggle to read do not get good enough support to improve. Some pupils often feel the work in mathematics is not demanding enough for them. Some parents and carers say they would like to see their children achieve more.

Pupils do not always behave as well as leaders would expect them to. Some pupils struggle to listen and concentrate in lessons. Not all pupils are ready to learn, including children in the early years. Staff do not consistently or fairly use the behaviour management systems in place. Some pupils say they do not always feel safe because of other pupils' poor behaviour towards them. Most pupils say bullying happens, and it is not always dealt with.

Most parents are positive about the school. One parent typical of many said, 'This is a warm and welcoming school.'

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

The curriculum is well sequenced and builds on the knowledge pupils should know over time. This includes the early years. However, leaders do not ensure that teachers teach the curriculum as and when it is intended. For example, in mathematics, some teachers do not follow the curriculum. Some pupils have many gaps in their learning. Teachers do not always consistently check what pupils know in all subjects. Where they do, it is not clear how teachers use this information to plan pupils' next steps in learning. Most pupils struggle to remember what they learn over time.

Teachers adapt their teaching in lessons to support pupils with special educational needs and/or disabilities (SEND). Most of these pupils access the same curriculum as their peers. Some pupils with SEND do not get the right support to help them learn. For example, they often concentrate on an activity rather than the learning intention. The quality of support for pupils with SEND is not consistent in all classes.

Early reading is not prioritised well enough to support the weakest readers. There are too many pupils who struggle to read confidently or fluently. These pupils have daily support to help them catch up. However, this support is not helping pupils to improve their reading. This is because not all staff have the expertise to teach phonics well or consistently. Pupils have access to books that match their understanding of phonics. They do not practise reading enough to help them get better. There are reading areas in all classes and a new library which helps to promote the love of reading.

Children in the early years enjoy a bright and vibrant learning environment. The classrooms and outside areas are well equipped with purposeful learning activities. Staff's use of key vocabulary supports pupils' communication and language skills. Teachers make story time fun, and the children engage well and interact with the stories.

Pupils have some understanding of different religions. They do not yet have a good enough understanding of different cultures. They do understand that people have differences. Some pupils do not respect other pupils' differences.

There are opportunities to develop pupils' interests and talents. Some pupils enjoy taking part in the art and sporting activities clubs. All pupils learn to play the ukulele. 'Bikeability' starts in the early years to support more pupils to be able to ride a bike safely. Pupils enjoy trips out and visits to the local community. They have enjoyed visiting the local church and singing to the 'swing and sway' group.

Leaders have prioritised the mental health and well-being of pupils. The pastoral team offers counselling and support to pupils when they need it. Pupils use the 'colour and worry monsters' to share their concerns.

Poor attendance has a negative impact on pupils making the progress they should. A majority of these are pupils with SEND or disadvantaged. Leaders are working closely with families to improve their attendance. This is proving to be a slow process following the COVID pandemic.

Staff are proud to work at this school. They feel supported by leaders with their workload and well-being.

Leaders have not worked at pace to make improvements to the quality of education at this school. The trust understands the strengths and weaknesses of the school well. They support the local governing body in challenging leaders to improve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take safeguarding seriously. They ensure that staff receive regular training and weekly updates. Staff know how to identify pupils who may be at risk of harm. All staff know how to report concerns they have about pupils. Leaders act quickly to get help and support for pupils and their families. Leaders' work with external agencies is effective.

Pupils know how to keep themselves safe at an age-appropriate level.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's approach to teaching phonics is not consistent. This means that pupils who find early reading difficult do not make as much progress as they should. Leaders should ensure that staff are fully skilled to deliver a well-sequenced phonics programme so that all pupils are helped as well as possible to become confident and fluent readers.
- In some subjects, the delivery of the curriculum does not focus sufficiently well on supporting pupils to understand and remember important knowledge, including in mathematics. Checks on what pupils know and understand are, at times, not linked closely to what leaders expect pupils to learn. This means that pupils do not achieve as well as they should. Leaders should ensure that teachers implement the curriculum in a way that enables pupils to recall essential knowledge securely over time.
- Leaders have not established a consistent approach to managing or recording pupils' behaviour. Pupils do not always show the expected behaviour and some struggle to be ready to learn. Leaders should ensure that they embed a consistent strategy for managing and reporting behaviour and ensure that all staff and pupils know the expectations.

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 February 2018.

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	146507
Local authority	Derby
Inspection number	10268477
Type of school	Infant
School category	Academy converter
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	Board of trustees
Chair of trust	Andrew Hindmarsh
Headteacher	Lindsay Galley
Website	www.chellastoni.derby.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school uses the services of a third party to deliver breakfast and after-school clubs.
- The school does not use the services of any alternative provisions.

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 their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher, the assistant headteacher, members of the trust, including the chief executive officer, and members of the local governing body, including the chair of governors.
- The inspector completed deep dives in the following subjects: reading, mathematics and religious education. The inspector met with subject leaders, teachers and groups of pupils. She visited lessons and looked at samples of pupils' work.
- The inspector reviewed the school's safeguarding procedures, including the single central record and child protection and safeguarding policies. She met with the designated safeguarding leads.

- The inspector considered responses to Ofsted’s online parental questionnaire, Ofsted Parent View.
- The inspector considered the views of staff gathered through meetings with groups of staff and responses to Ofsted’s online questionnaire for school staff.
- The inspector observed behaviour in lessons and during breaktimes and lunchtimes.
- The inspector met with pupils both formally and informally and considered responses to Ofsted’s online questionnaire for pupils.
- The inspector looked at documents relating to self-evaluation, school improvement, attendance and behaviour, the curriculum and governance.

Inspection team

Anita Denman, lead inspector

His Majesty’s Inspector

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