

# Inspection of Derby St Chad's CofE Nursery and Infant School

Gordon Road, Normanton, Derby, Derbyshire DE23 6WR

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Inspection dates: 13 and 14 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Derby St Chad's is a happy school, where pupils feel safe. Pupils are supported to be confident. They are motivated to learn. They understand and meet the high expectations set by staff. Pupils proudly demonstrate the school's values of 'love, friendship, compassion and respect'. Leaders ensure that pupils are prepared for the next stage in their education and for life in modern Britain.

Relationships between pupils and adults are very positive. Pupils are respectful and kind to each other. They say that bullying is rare, and dealt with quickly by staff when it does happen. Pupils contribute to the life of the school. They take their responsibilities seriously, for example as members of the school council and as reading buddies.

Pupils enjoy a wide range of experiences. They take part in craft sessions and in planting and gardening with parents and carers. Many attend the board games, sports and reading clubs. Pupils are taught how to recycle. Pupils have lasting memories of visits to a farm, theatre and zoo. Parents value the support their children receive.

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

Leaders have constructed an ambitious curriculum for all pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders have successfully developed the curriculum for mixed-age classes. Leaders ensure that most subject curriculum plans identify the key knowledge that pupils need to learn and when. Leaders make sure that teachers' subject knowledge is secure. Teachers deliver the planned curriculum effectively in most subjects.

Teachers regularly check what pupils have learned and know. Teachers identify and address gaps in pupils' knowledge. Teachers provide pupils with regular memory tasks to revisit what has been learned previously. Teachers focus strongly on key vocabulary in most subjects.

Leaders ensure that pupils with SEND access the same curriculum as their peers. Leaders identify pupils with SEND and support teachers to understand how they can meet these pupils' needs. Teachers receive training to support these pupils effectively. Pupils who speak English as an additional language receive effective support.

Leaders have made reading a priority. Pupils quickly learn to read when they start in Reception. All staff are trained to teach the systematic phonics programme. The daily phonics sessions are highly structured to enable pupils to build their learning. Teachers make sure that books are matched to the letters and sounds that pupils are learning. Teachers read daily to, and with, pupils. Leaders identify pupils who may be falling behind in their reading. These pupils receive extra support to catch

up. Pupils say that they enjoy reading. They make good use of the school's, and local, libraries.

Children in the early years make a positive start to their education. Leaders have developed a well-sequenced and ambitious curriculum. Children are prepared well for their next phase of learning. Leaders ensure that there is a sharp focus on developing children's communication and language in the early years. Children enjoy learning through well-planned activities. Teachers check children's learning regularly to identify their next steps in learning. Teachers work with parents to help them support their children's learning at home.

Pupils have a positive attitude to their learning. They behave well in lessons and around school. Pupils who require additional help are provided with appropriate support to develop their behaviour. Leaders monitor pupils' absences closely and work with families to improve regular attendance. However, some pupils are absent too often. These pupils miss important aspects of their learning.

Leaders make sure that pupils' personal development is a strength of the school. It is at the core of everything the school does. Leaders provide opportunities and experiences that broaden pupils' horizons and deepen cultural understanding. Pupils learn how to debate important issues. This enables pupils to understand difference and to be tolerant and respectful of others. Pupils understand fundamental British values. They develop a strong understanding of world religions. Pupils learn to keep themselves healthy and safe. They learn about healthy relationships at an age-appropriate level. Leaders make successful links to the local community and local charities. These are helping pupils to become responsible and thoughtful citizens.

Staff enjoy working at the school. They say that leaders consider their well-being and workload. Governors are very well informed about the school. They hold leaders to account and support them to bring about improvements. Governors fulfil their statutory responsibilities well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have prioritised the safeguarding of all pupils. Leaders provide staff with regular training and weekly safeguarding updates. Staff have the expertise to identify and report safeguarding concerns.

Leaders work closely with external organisations. They make sure that pupils and their families get the right support. Staff regularly check on the welfare of pupils to ensure that all pupils are safe. Leaders maintain thorough safeguarding records.

Leaders make sure that pupils learn how to keep themselves safe. Pupils learn about road safety. Pupils learn how to stay safe when using the internet.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have made sure that most subject curriculums are well planned and sequenced, with the key knowledge pupils need to know identified. Leaders ensure that core subjects are implemented well. However, in some foundation subjects, the planned curriculums are not as well implemented. As a result, teaching does not focus sharply on the key knowledge pupils need to learn. Some pupils do not learn and remember what they need to in these subjects. Leaders should ensure that teachers have the expertise to deliver the intended curriculum in all subjects.
- Too many pupils do not attend school regularly enough. As a result, they do not benefit from the curriculum and wider experiences offered by the school. Leaders need to work with parents to challenge and support them to help their children attend school regularly.

## 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

<b>Unique reference number</b>	146575
<b>Local authority</b>	Derby
<b>Inspection number</b>	10268267
<b>Type of school</b>	Nursery and infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	132
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Charles
<b>Headteacher</b>	Kathryn Leach
<b>Website</b>	<a href="http://www.stchads.derby.sch.uk">www.stchads.derby.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Derby St Chad's CofE Nursery and Infant School is part of the Derby Diocesan Academy Trust.
- Derby St Chad's CofE Nursery and Infant School converted to become an academy school in January 2019. When its predecessor school, Derby St Chad's CofE (VC) Nursery and Infant School, was last inspected by Ofsted, it was judged to require improvement overall.
- The school's last Statutory Inspection of Anglican and Methodist Schools was in July 2019.
- The school does not use the services of 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 held meetings with governors, senior leaders, including the special educational needs and disabilities coordinator, curriculum leaders and the early years leader.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, physical education and history. For each deep dive, inspectors met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. The lead inspector listened to pupils reading.
- Inspectors looked at a range of other subjects, including English, geography, art and design, and science. Inspectors reviewed curriculum plans, visited lessons and scrutinised pupils' work.
- Inspectors took account of the responses to the Ofsted surveys for staff and parents. Inspectors spoke to some parents during the inspection.
- Inspectors scrutinised attendance and behaviour logs and safeguarding records, including the single central record. The lead inspector met with safeguarding leads.
- Inspectors observed pupils' behaviour in lessons, around the school site and at lunchtime.

### **Inspection team**

Stephen Long, lead inspector	Ofsted Inspector
Ben Waldram	Ofsted Inspector

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