

# Inspection of a good school: Lenthall Infant and Nursery School

Marsh Avenue, Dronfield, Derbyshire S18 2HB

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Inspection date:

12 October 2023

## Outcome

Lenthall Infant and Nursery School continues to be a good school.

## What is it like to attend this school?

This is a welcoming school. Children settle quickly when they join the early years setting. Staff get to know every child. They establish warm and trusting relationships. Across the school, pupils feel safe. They are confident that the adults in school will help them to sort out any problems they may have.

The school's vision is for pupils to 'be proud'. Pupils learn to believe in themselves and to have big dreams for their futures. They also learn to be resilient when they find things hard. A recent visit from a Paralympian modelled this 'can-do' attitude to the pupils.

The school has high expectations for pupils' behaviour. Pupils know that they are expected to be kind, caring, honest, helpful, polite and to always try their best. They strive to earn 'dojo points' for sticking to the 'golden rules'. They know that there are consequences when they do not. They say this is fair. Pupils enjoy learning together. They play together harmoniously at social times.

Parents are proud of the school. A large majority are highly complimentary about how the school knows and cares for their children. One parent said: 'This school is everything I would want for my child.'

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

Right from the start of the Nursery Year through to Year 2, there is a well-organised curriculum that sets out what pupils will learn. The curriculum is well sequenced. It helps pupils to build their knowledge over time. In mathematics, children in Nursery learn about number through rhyme, song and story. In the Reception Year, children have practical opportunities to use their understanding of number. For example, they weigh boxes of conkers to find out which one is heavier. As pupils move into Year 1 and 2, the mathematical concepts become increasingly more complex.

Each area of the curriculum is led by a subject leader. However, some subject leaders require further support to fulfil their role with confidence.

Teachers have good subject knowledge. They present new information clearly. They routinely check that pupils remember what they have been taught and step in when pupils need more help. Pupils recall what they have learned in lessons and in previous year groups. Year 2 pupils discuss their historical knowledge about monarchy with enthusiasm. They have at their fingertips vast amounts of knowledge about Queen Victoria and this period of history. They describe with horror what it would have been like to attend a Victorian school. They say, 'Lenthall is not like that!'

Reading is prioritised. Books are at the heart of the curriculum. Pupils enjoy a daily story time. They visit the attractive school library to borrow a book. They are reminded that 'reading is an adventure'. No time is wasted in introducing children in the Reception Year to the sounds they need to know to learn to read. The phonics scheme that the school uses is taught well. Pupils who find it more difficult to remember new sounds receive extra help. The books pupils read are closely matched to the sounds they know. Over time, pupils' reading skills and confidence grow.

The school is aspirational for pupils with special educational needs and/or disabilities (SEND). Pupils' needs are identified. Careful support and adaptations are made to meet these needs. This helps pupils with SEND to learn the same curriculum as their peers. Parents of pupils with SEND appreciate the support their children receive.

The school's work to enhance the curriculum is planned with care. There are many opportunities for pupils to get to know their local community. They visit woods and churches close to the school. Children in the early years make a trip to a local bakery to watch gingerbread being baked and take a gingerbread man back to school for their snack. Pupils' personal development is also a key part of the school's work. Pupils learn about how to keep themselves safe, how to be a good friend and the importance of being active. While pupils know that they should show respect for everyone, their understanding of other faiths and cultures is not well developed. Leaders have identified this as an area for school development.

There have been many changes made to the school in a short period of time. Staff and governors agree that these changes have been positive. Staff say that their workload and well-being have been considered as decisions have been made to introduce new policies and procedures. The school now needs further time to embed this important work and to reflect on the difference it is making for pupils at Lenthall Infant and Nursery School.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- There have been many recent changes to improve the school. As yet, not all of these changes are fully embedded. The school must continue to monitor the impact of this work to ensure that the changes made are fully effective.
- Some leaders' experience of leading a subject is at an early stage. They have not yet had the depth of training they need to be able to discuss the curriculum with confidence or make precise checks on pupils' learning. The school should ensure that curriculum leaders gain the necessary knowledge and confidence to expertly fulfil their roles.
- Some pupils' knowledge of different faiths is fragile. Although pupils know to respect difference, some pupils are not aware of what these differences may be. The school should ensure that pupils develop a secure, age-appropriate knowledge of the beliefs of different faiths in order to be fully prepared for life in modern Britain.

## 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 second ungraded inspection since we judged the school to be good in October 2013.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	112696
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10268867
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	70
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Commons
<b>Headteacher</b>	Kerry Moody
<b>Website</b>	<a href="http://www.lenthall.derbyshire.sch.uk">www.lenthall.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	30 January 2018, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was appointed in January 2023.
- The school does not make use of any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and three governors, including the chair of governors. A telephone conversation was held with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of

pupils' work. The lead inspector listened to pupils in Year 1 and Year 2 read to a member of staff.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils first.
- Inspectors observed pupils' behaviour in lessons, around the school and at lunchtime.
- Inspectors spoke with groups of pupils and staff. An inspector spoke to parents at the start of the school day and considered the responses to Ofsted Parent View, Ofsted's online survey, and to the staff survey.

### **Inspection team**

Caroline Poole, lead inspector

His Majesty's Inspector

Kirsty Norbury

His Majesty's Inspector

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