



Charlotte Infant and Nursery

Inspection Report

Unique Reference Number 112575
LEA DERBYSHIRE LEA
Inspection number 278965
Inspection dates 7 March 2006 to 8 March 2006
Reporting inspector Mr. John Francis LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Trinity Close
School category	Community		DE7 8LQ
Age range of pupils	3 to 7		
Gender of pupils	Mixed	Telephone number	01159320970
Number on roll	388	Fax number	01159309622
Appropriate authority	The governing body	Chair of governors	Mrs.Christine Heck
Date of previous inspection	13 March 2000	Headteacher	Mr. Peter Munro

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a much larger than average Infant and Nursery school. Most pupils are of White British heritage. The percentage of pupils eligible for free school meals is average. A very small number of pupils come from minority ethnic families, and one pupil is at the early stages of learning English as an additional language. An average proportion of pupils have learning difficulties and/or disabilities and attainment on entry to Year 1 is average. The number of pupils moving in and out of the school is low.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The inspection findings show that the school provides a satisfactory standard of education, a view mostly mirrored by the school's own evaluations. Teaching and learning are satisfactory overall rather than good as the school judges, and pupils make satisfactory progress, achieving average standards by the end of Year 2. With changes to the organisation of English and mathematics, pupils are beginning to achieve more. However, while the targets set are generally challenging, those who are higher achievers, and many boys, are still not all fulfilling their potential and few pupils are aware of what their targets are. Pupils' behaviour, attitudes and personal development are all good and are reflected in the school's friendly ethos, much appreciated by parents. These are all fostered well through the good start in the Nursery and the standards seen at the end of the Reception classes. The systems for recording and tracking pupils' progress through the school are sound. Marking is carried out regularly but rarely shows pupils precisely what they need to do to improve their work. The last inspection identified a number of areas for improvement. While these have mostly been addressed, those relating to improving presentation and the use of information and communication technology (ICT) still need further development. Leadership, management and governance are all satisfactory. While governors have a good committee structure and fulfil their statutory duties they rely too much on information from others about the school's effectiveness and there are few clear targets in the school improvement plan to measure the school's success. However, given the changes now in place, the school has a satisfactory capacity for improvement and provides satisfactory value for money.

What the school should do to improve further

- Raise boys' achievement and stretch more able pupils by improving planning in Years 1 and 2 so that lessons meet their needs more effectively. - Improve marking so that pupils understand how to make their work better and what they need to do to achieve their targets. - Enable the school to judge its performance better by increasing the governing body's role in directly monitoring the effectiveness of the school and sharpening targets in the school's improvement plan.

Achievement and standards

Grade: 3

When they begin in the Nursery, many children are below the level that is expected in the areas of social and language development. With the good provision in the Nursery and Reception classes, they settle quickly and make good progress. By the time they are ready go into Year 1, most children are attaining in line with the nationally expected levels in most areas of learning. National test results at the end of Year 2 show a broad trend of average results for the last three years but with fewer pupils than average attaining the higher levels. Given pupils' attainment on entry to Year 1, this represents satisfactory progress. This year, standards overall in Year 2 are currently around what

is expected for their age. Pupils' targets are more challenging and more pupils are on track to attain the higher levels, particularly in writing. However, even with these improvements, some of the work does not stretch all of them enough and girls are still attaining higher standards than boys, although the gap is narrowing. Those pupils who have learning difficulties make similar progress to others and achieve in line with the targets in their individual education plans.

Personal development and well-being

Grade: 2

Pupils' personal development and well being is good and pupils are confident and happy. Their social, moral, spiritual and cultural development is also good. They get along well with each other and adults. They understand how they should behave, and work and play very well together indoors and out. Pupils say they enjoy coming to school because they like the adults who help them in class, and the activities that they do. They are keen and attentive in lessons. They are eager to learn about people and children in other areas and different countries, and enjoy regular contact with a school in Romania. Behaviour is good. Pupils feel secure, and do not think that they are bullied in school, although some say that occasionally there is bad behaviour, such as pushing, kicking and swearing. However, if problems occur, they feel that they can go to adults who will help them and act appropriately. ' We can have 'bubble time', if we want to have a private talk with a teacher,' said one pupil. Pupils learn basic skills, such as speaking and listening, being sociable and using computers, to help them in their later learning. Many pupils help with fund-raising for different charities, and involve themselves in other local activities. Recently, the school and the local authority have made clear efforts to reduce absences, and this is already having a positive effect. Attendance is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. In the Foundation Stage, teaching is good. It is lively and imaginative, enabling children to make good progress. In Years 1 and 2, pupils are taught in 'ability sets' for English and mathematics. This is a good arrangement which helps teachers to focus on groups of pupils according to their needs. In lessons where teaching is good, the pace of learning is brisk, teachers challenge and motivate pupils well and move lessons on at a purposeful pace. When the pace slips, some pupils, especially the more capable, and many of the boys are not stretched as much as they might be and do not achieve all they could. Teachers are beginning to make good use of recently installed interactive white boards to create lively presentations that capture pupils' interest and promote good concentration. However, they do not always make the best use of the skills of teaching assistants. Assessment procedures are satisfactory. The assessment co-ordinator tracks pupils' progress well but this is used less effectively in classes to inform lesson planning. The

marking of pupils' work does not focus sufficiently on identifying the improvements needed. As a result, pupils are not clear about what they need to do to get better.

Curriculum and other activities

Grade: 3

The range of work and activities that pupils undertake is satisfactory. The curriculum is good in the Foundation Stage. Here, teachers link areas of learning together well in a way that stimulates the children, who benefit from the opportunities to use their skills in other ways. This practice does not receive such a high focus in Years 1 and 2, where opportunities for making links across subjects are missed. While new resources and training have been provided for staff in ICT, not all teachers make sufficiently regular use of this during lessons as an additional aid to pupils' learning. There is a good range of extra-curricular activities in which many pupils take part enthusiastically. Good use is made of the expertise of outside individuals. For example, weekly sports coaching adds significantly to pupils' experiences and helps encourage an active and healthy lifestyle as well as developing good social skills. Visits to places of interest and visitors to the school all help to raise pupils' awareness of how to keep themselves healthy and safe from danger.

Care, guidance and support

Grade: 2

The school has good procedures for keeping pupils safe, secure and well-protected. There is a happy atmosphere in school that supports pupils' learning and general well-being. Regular lessons and class discussions (circle times) about behaving well, safety, citizenship, being healthy and being friendly with each other and people we know, all help towards pupils' good social and moral development. These are well supported by other initiatives such as the focus on eating healthy foods, ready access to water and many good opportunities the school makes for regular, vigorous exercise. Some pupils have individual targets for the areas in which they need to improve most, whether, for instance, in speaking clearly, letting other children have their say, or in their counting skills. However, too few pupils are aware of their academic targets or what they need to do to achieve them. Pupils with additional learning needs have helpful support from teachers and teaching assistants, and also from specialist people from outside the school. Pupils are well prepared for transfer to the next school.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall with a number of good features. The headteacher has a clear vision for the school and is supported well by staff and parents, who appreciate the direction the school is taking. The leadership of the Foundation Stage is good and its impact can be seen in the provision for these children and the progress they make. With changes to the organisation for English and mathematics there is now a better focus on raising standards for all pupils. Procedures

for monitoring the effectiveness of the school are satisfactory and there are sound systems in place to track pupils' attainment. The school's improvement plan is clearly set out and identifies the major areas for improvement but many of its targets are too vague and do not allow the school to measure the level of success effectively. Governance is satisfactory. The governing body is working with the headteacher to raise achievement and to fully realise the potential of the school through a good balance of challenge and support. However, only a core of governors involve themselves actively in school and the governing body relies too heavily on information from others about what is going on in school. The governing body does not have the strategies that enable it to be involved in evaluating aspects of the school's work for itself or its own effectiveness.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us welcome. We enjoyed meeting you and were pleased that you wanted to talk to us about your school. What we liked about your school: - Your friendly manner and politeness made our visit a pleasure. - Everyone in the school gets on well and cares for each other. - The Nursery and Reception classes have really interesting lessons and activities which help them settle into school. - Your behaviour is very good and in lessons you listen carefully to your teachers and do all that is asked of you. - You enjoy the many sporting activities you can take part in after school. What we have asked the school to do now: - Provide harder and more interesting work for those of you in Year 1 and 2 who are particularly good at some subjects. - Make sure that teachers tell you clearly what you do well and what you need to do, to be even better. I am sure that if you keep up your good attitudes and continue to enjoy all you do, your school will become even better.