



Derby St Chad's CE (VC) Nursery and Infant School

Inspection Report

Unique Reference Number 112873
LEA City of Derby LEA
Inspection number 279042
Inspection dates 31 January 2006 to 1 February 2006
Reporting inspector Mrs. Pat Cox LI

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

Type of school	Primary	School address	Gordon Road
School category	Voluntary controlled		DE23 6WR
Age range of pupils	3 to 7		
Gender of pupils	Mixed	Telephone number	01332 345997
Number on roll	158	Fax number	01332 345997
Appropriate authority	The governing body	Chair of governors	Rev.Philip Crathorne
Date of previous inspection	27 September 1999	Headteacher	Mrs. Maxine Bull

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is in the inner city of Derby and caters for 43 children part time in the nursery and 115 pupils full time from the nursery to Year 2. At least 80% of children enter the school with little or no English, and attainment that is well below that expected for their age. Most pupils come from families originating in Pakistan and a few from Eastern Europe. A higher proportion than the national average is entitled to free school meals and the proportion with learning difficulties is somewhat higher than nationally. About a quarter of pupils each year are taken on extended holidays overseas.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school knows itself to be a good one. Teaching is good, especially in developing the pupils' language skills and their independence. Provision for the pupils with learning difficulties and those whose first language is not English is outstanding. The pupils achieve well in the nursery and reception, although standards are still below those expected when they enter Year 1. They continue to do well through the school overall, so that standards at the end of Year 2 are close to those expected for their age, particularly in English and in personal and social skills. Staff work particularly closely with parents to involve them in their children's education. Parents and pupils hold the school in high regard. However, in spite of the school's best efforts, not all parents ensure that their children attend regularly, and attendance and punctuality are poor. Consequently, some pupils do not make as much progress as they could. Emphasis on pupils' personal development is strong, so they behave well and understand how to stay healthy. The school's curriculum is well designed to meet their particular needs and activities outside of lessons are outstanding. Care for the pupils' health, safety and emotional needs is extremely good. The headteacher provides good leadership and management through thorough checking of the school's performance and taking suitable action to bring about improvements. However, there is insufficient data about the attainment of the lowest attaining children on entry to the nursery in order to measure how well they do. Senior staff and subject leaders carry out their roles satisfactorily but they do not take full responsibility for standards in their subjects. Governors fulfil their duties soundly. The school provides good value for money and has good capacity for improvement.

What the school should do to improve further

- develop the role of the subject leaders in taking responsibility for raising standards in their subjects - improve the accuracy of assessment in the nursery to pinpoint the attainment on entry of the lowest attaining children to the school - continue working with parents to improve attendance and punctuality.

Achievement and standards

Grade: 2

Although the results of the Year 2 national tests have usually been below, and often well below, the national average, they have risen faster than the national rate. The results dipped in 2004, when there was a high proportion of pupils with learning difficulties. Standards rose significantly in 2005, when they were similar to the national average in reading, writing, mathematics and science. A high proportion of pupils reached the expected level. However, it was only in writing that an average proportion reached the higher level. When the children enter the nursery, their standards are well below those expected for their age and most have little English. They make good progress overall from this point, particularly in their language, and personal and social skills because the school rightly has a particular emphasis on these areas. By the time

they enter Year 1, standards are below, rather than well below, those expected. The work of the pupils at present in Year 2 is below the national average; while most are working at or near the expected level, few are approaching the higher level. This is because many have limited experience of the world and development of their English language skills outside school. Therefore, although the pupils read text accurately and listen carefully, their understanding of what they read and hear lags behind, limiting their ability to work at a higher level in other subjects.

Personal development and well-being

Grade: 2

Pupils' personal development is good, as a result of the strong emphasis placed on this area by the school. They enjoy school and particularly like the social experiences provided and the many opportunities they have to visit places of interest in the locality. In lessons pupils are attentive, responding well to their teachers' questions and in discussions. They behave well and are keen to take on responsibilities such as lunchtime monitors and helping others to resolve their disputes. The school council makes a good contribution to the work of the school by suggesting improvements, which the school works hard to implement. Healthy eating is promoted actively and pupils have a good understanding of how to keep fit and stay healthy. They make a good contribution to the community through their involvement with the local church and cultural groups. Pupils work co-operatively and are developing literacy and numeracy skills that prepare them well for their lives after they leave the school. Good provision is made for their spiritual, moral, social and cultural development. Consequently, they relate well to each other and adults and increasingly understand the lives of others in the wider world. Attendance is below average because some pupils are taken on extended holidays. Their overall learning and personal development are slowed as a result.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good throughout the school. Teachers and teaching assistants are skilled at supporting the pupils with their learning and in helping them to work together. Pupils with special educational needs and those learning English as an additional language are provided with particularly good support. Classrooms are interesting places, where the pupils enjoy their lessons. In the nursery and reception, activities are well matched to children's needs. They are encouraged to explore their world and to develop good personal and social skills. Rigorous assessment procedures are in place although in the nursery these do not allow for the accurate recording of what the lowest attaining children can do or the good progress they make. Nevertheless, throughout the school teachers make good use of the outcomes of their assessments. They plan work that is at the right level for pupils to understand and that they find interesting. The marking of pupils' work is good and helps them to understand how well they have done and what they need to do next. Teachers have high expectations

of what pupils can achieve and challenging targets for different groups are displayed on classroom walls. Resources are used well to enrich lessons. The teachers manage their pupils well so that time in lessons is used effectively. However, lessons do not always start on time and so valuable learning time is lost.

Curriculum and other activities

Grade: 2

The school provides a good, broad and stimulating curriculum that is enriched by the extremely wide range of activities outside the classroom. A good number of pupils take part in these activities which range from keep fit, to the art club and learning Urdu. Teachers in the nursery and reception plan a good range of activities that stimulate children's interest in learning, encourage them to explore their world and support their developing language skills. Curriculum planning is good in Years 1 and 2 and is particularly successful when teachers link subjects together. Pupils value the opportunities they have to visit places of interest such as a farm, and to work with experts during, for example, Arts Week. The pupils in Year 2 are particularly enthusiastic about the opportunity they have for a residential visit.

Care, guidance and support

Grade: 1

The school takes extremely good care of its pupils. Rigorous procedures to ensure their health and safety are clearly understood and applied consistently by all staff. Pupils feel safe and are confident that they are valued. These are apparent in their willingness to accept responsibility and their enthusiasm, for example, for the work of the school council. Relationships throughout the school are extremely trusting and as a result pupils receive high quality guidance and support. Pupils are confident that if they have a problem there is an adult they can go to for help. Assessment information is used very well by teachers to set challenging targets for different groups of pupils, who work hard to achieve them. They develop into confident, happy individuals with increasingly good levels of self-esteem. The school works particularly effectively with outside agencies and parents to ensure that pupils who need additional help with their overall learning or with learning English receive support they need.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher is clearly focused on providing a good start for pupils in the key areas of language and social development. The school consults and works extremely closely with parents, who are very positive about what it offers. The methods for evaluating the school's work are generally good and thorough. There is a clear view of the strengths of provision and school performance. Through the analysis of test results and ongoing assessments, the headteacher has a particularly good view of progress and the relative strengths of subjects in Years 1 and 2. However, because there are not sufficiently accurate assessments of the lowest

attaining children's attainment on entry, judgements about the effectiveness of the Foundation Stage are not so precise. Evaluations of lessons helpfully identify areas of strength and those for improvement, although they do not always focus sharply enough on pupils' learning. An indication of the strength of leadership is that despite some recent disruption in staffing, appropriate action and good teamwork have ensured continuing good provision. Planning for school improvement is satisfactory; the plan shows suitable priorities in all areas of the school's work but is relatively short-term and the success criteria and monitoring arrangements are not specified clearly enough. The subject leaders for English, mathematics and science have a satisfactory understanding of standards in their subjects and have adequate plans to bring about some improvements. However, they do not take sufficient responsibility for raising standards in their subjects. Governance is satisfactory; governors are fully involved in the life and work of the school and have a sound understanding of its priorities.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	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?	2	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	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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

Mrs Cogher and I enjoyed our visit to your school very much and thank you for looking after us so well. We liked talking to you and thought you were very polite and friendly. We think that you behave well and work hard. If you have jobs to do, you do them really sensibly. We think you are lucky because you go to a good school that helps you to do well with your reading, writing and maths. Your teachers make the lessons interesting and you have lots of clubs to go to. We agree with you that your teachers look after you very well and take care of you if you aren't well. If you have problems, they help you to sort them out. There's one thing you could help with to make sure you do even better. We know that you need time off school when you're ill but some of you have a lot of time off school for other reasons. That means that you forget some of the things you've learned and miss a lot of work. Unless you are ill, please try to come to school every day. It was really nice to meet you and thank you again for helping us when we visited your school.