

# Carlyle Infant School

## Inspection report

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<b>Unique Reference Number</b>	112755
<b>Local Authority</b>	City of Derby
<b>Inspection number</b>	289397
<b>Inspection date</b>	20 March 2007
<b>Reporting inspector</b>	Alison Cogher

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	230
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Young
<b>Headteacher</b>	Mrs R Sutton
<b>Date of previous school inspection</b>	14 January 2002
<b>School address</b>	Carlisle Avenue Littleover Derby DE23 3ES
<b>Telephone number</b>	01332 760 369
<b>Fax number</b>	

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<b>Age group</b>	3-7
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## Introduction

The inspection was carried out by an Additional Inspector over one day.

## Description of the school

This is an average sized nursery and infant school in Littleover on the outskirts of Derby. The number of children entitled to free school meals is below average. Children at the school represent a broad ethnic mix, with the two largest groups being of White British and Indian descent. About one quarter of children speak English as their second language although only a small number are at the early stages of learning the language. The number of pupils with learning difficulties or disabilities is below average. The school works in partnership with a private day nursery to provide before and after school care. The school has achieved a number of nationally recognised awards including Investors in People, the Active Mark and the British Standard Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is an effective school. Children make good progress and achieve well to reach standards that are above average. The school gives good value for money and has made good improvement since the last inspection. The headteacher provides effective leadership and she is ably supported by her deputy, all other members of staff and by the governors. Teamwork and a willingness to learn from each other to make changes to improve the provision for children, underpin the school's good capacity for further improvement. School self-evaluation is accurate because leadership and management are effective. It is focused on sustaining above average achievement and standards and is securely based on a good range of monitoring and evaluation evidence. Areas for improvement are identified and responded to quickly and consistently. The role of staff, governors and children in school improvement is well developed. However, parents' ideas and views are not regularly sought so the opportunity they have to contribute to school improvement is limited.

The school works effectively with parents and outside agencies to provide children with good quality care, guidance and support. Consequently children's personal development is good and they enjoy coming to school, work hard and behave well. They develop good levels of independence and have the confidence to take on responsibilities within the school community and to contribute to activities that support the community outside school. Children are interested in each other. They take pleasure in each others company and work well together. Children know what they need to do to lead a healthy lifestyle and to keep themselves safe. As a result of the support they receive, children are well prepared personally and academically for the next stage in their education.

A well organised curriculum and good teaching ensure that children enjoy learning. Provision for children in the Foundation Stage is good. From a starting point that is broadly typical for their age when they start in the nursery, most children reach standards that are above average by the time they leave the school in Year 2. Teachers make good use of assessment information to guide their planning of lessons. However, procedures for recording this information from the nursery to Year 2 are disjointed. Consequently this valuable information is not being used as efficiently as it could be to track children's progress, to identify those children with particular needs, for setting targets or for evaluating the effectiveness of teaching. Children say their lessons are fun and that, although they often find their work hard, all the adults help them to do their best. Teachers explain clearly what they expect children to learn and what they need to do to make their work better. This ensures children are motivated and they work hard to succeed.

### What the school should do to improve further

- Develop assessment procedures to provide a continuous system for recording the progress made by children from nursery through reception into Years 1 and 2.
- Extend the opportunities parents have to contribute their ideas and views in support of whole school improvement.

## Achievement and standards

### Grade: 2

Children start in the nursery with standards overall that are broadly typical for their age. However, there is a downward trend in standards in the areas of personal, social and emotional

development and communication, language and literacy. In addition more children are learning English as a second language. The school has responded well to these changes and provides children with the help they need to make good progress and achieve well in the nursery and reception classes. Children continue to make good progress and achieve well in Years 1 and 2 to reach above average standards in reading, writing and mathematics by the time they leave the school. Children achieve or exceed the challenging targets they are set because the school provides them with additional support or extension work in response to assessment information gathered. Children with learning difficulties or disabilities, and those learning English as a second language achieve as well as other children because of the good quality support they receive.

## **Personal development and well-being**

### **Grade: 2**

Children enjoy their time at school. They develop good levels of independence and are keen to take on responsibilities such as being mini leaders who help organise games at playtime. Attendance is satisfactory. Almost all children behave well and develop good attitudes to school. They work hard because they know that adults value their efforts and will support them if they need help. Their spiritual, moral, social and cultural development is good. Children show a genuine interest in each other and adults make good use of opportunities such as assemblies to explore the diverse cultural backgrounds represented in the school to promote racial harmony. Children understand how to keep themselves safe and know the importance of diet and exercise in leading a healthy lifestyle. They thoroughly enjoy being active and make very good use of the playground equipment available to them. Children contribute well to their school and the wider community through their work on the school council and their support for charities. Children develop into confident individuals who are also able to work together. These characteristics together with the good standards children achieve prepare them well for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching throughout the school is good. Teachers have high expectations of children's behaviour and their involvement in lessons. Children are managed well through the effective use of praise which encourages them to contribute fully in lessons. In lessons, children are clear about what they are expected to learn and what they need to do to make their work better. Teachers make good use of assessment information to plan effectively for children of different abilities. This ensures children make good progress in lessons and build successfully on previous learning. Teaching assistants work very closely with teachers to provide individuals and groups of children with good additional support. Children with learning difficulties or disabilities, and those learning English as a second language learn well because their needs are clearly understood and they receive well targeted support. Pupils' listening skills are planned for in lessons satisfactorily.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and is enriched by a good range of visits and visitors that support and extend children's learning well. Children enjoy their history trips to places such as a local museum

of childhood whilst learning about toys in the past. This sort of activity provides meaningful experiences that bring learning to life. Good links are made between subjects to provide children with the opportunity to practise their skills and give relevance to their learning. The organisation of events such as Health and Fitness week and an Art day are effective in broadening children's learning as they are able to experience a subject in depth. The school's strong personal, social and health education programme makes a good contribution to children's learning and their overall health and well-being. After school activities such as dance and gymnastics promote children's understanding and enjoyment of exercise as an element of leading a healthy lifestyle. The planning to develop pupils' speaking skills is not fully developed.

## **Care, guidance and support**

### **Grade: 2**

The curriculum is good and is enriched by a good range of visits and visitors that support and extend children's learning well. Children enjoy their history trips to places such as a local museum of childhood whilst learning about toys in the past. This sort of activity provides meaningful experiences that bring learning to life. Good links are made between subjects to provide children with the opportunity to practise their skills and give relevance to their learning. The organisation of events such as Health and Fitness week and an Art day are effective in broadening children's learning as they are able to experience a subject in depth. The school's strong personal, social and health education programme makes a good contribution to children's learning and their overall health and well-being. After school activities such as dance and gymnastics promote children's understanding and enjoyment of exercise as an element of leading a healthy lifestyle. The planning to develop pupils' speaking skills is not fully developed.

## **Leadership and management**

### **Grade: 2**

Teamwork at all levels is a strong feature of the school's success. The headteacher has a clear focus on ensuring the school is effective and she is supported well by her deputy, all other staff and governors. A good range of monitoring and evaluation procedures that involve staff at all levels are firmly embedded in school practice and accurately identify what the school does well and what needs to be improved. Staff are self-critical and keen to develop their practice to ensure all children have the opportunity to achieve as well as they can. The information they gather about children's progress is used well to guide changes to teaching and the curriculum that improve learning experiences and the standards achieved. Governors are knowledgeable and well informed. They are involved in monitoring all aspects of the school and they hold it to account for its work. They undertake their role as critical friends effectively. Pupils' views and ideas about how the school could be improved are actively sought and responded to. The school values highly its partnership with parents although few opportunities are provided for them to contribute to school improvement.

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## Annex A

## Inspection judgements

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

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

20 March 2007

Dear Children

Carlyle Infant School, Carlisle Avenue, Littleover, Derby, DE23 3ES

Thank you very much for making me feel so welcome and helping me with the inspection of your school. I really enjoyed having lunch with you and talking to you in your classrooms and on the playground. I was pleased to hear that you enjoy coming to school and that you think that children are friendly and your lessons are fun. Many of you think you have to work hard but you know that all the adults help you so you can learn well. You and your parents think you go to a good school and I agree.

All the adults at school care about you and make sure that you are looked after well. I think you behave well and work hard to achieve your targets. Well done. You are good at taking responsibility and have some good ideas about how your school could be made better. I have asked your school to give your parents more chances to make suggestions about how the school could be made better.

Your headteacher and all the other teachers and adults work hard to make sure your lessons are interesting and that you learn as much as you can. I have asked them to keep a closer check on how much progress you are making so that they can check if you need extra help.

Thank you for making my visit to your school so enjoyable. Keep working hard and enjoy your time at Carlyle Infant School.

Alison Cogher

Lead Inspector