



Chaddesden Park Infant School

Inspection Report

Unique Reference Number 112763
Local Authority City of Derby
Inspection number 289401
Inspection dates 12–13 September 2006
Reporting inspector Mr. Geof Timms

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

Type of school	Infant	School address	Tennessee Road
School category	Community		Chaddesden, Chaddesden
Age range of pupils	3–7		Derby, Derbyshire DE21 6LF
Gender of pupils	Mixed	Telephone number	01332 673533
Number on roll (school)	175	Fax number	01332 676139
Appropriate authority	The governing body	Chair	Mr. Paul Hassall
		Headteacher	Mrs. Julie Johnson
Date of previous school inspection	30 April 2001		

Age group	Inspection dates	Inspection number
3–7	12–13 September 2006	289401

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Chaddesden Park is an average sized infant school serving an area of mixed private and local authority housing. Most children are from a White British background but a small number are from minority ethnic backgrounds and a few have English as an additional language. The proportion of pupils receiving free school meals is lower than average as is the percentage who have learning difficulties or disabilities. The Nursery and Reception classes have recently been integrated into a Foundation Stage Unit. Attainment on entry to the Nursery is broadly in line with that expected nationally. The headteacher and deputy headteacher had been in post for just over a year at the time of the inspection.

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 which provides its pupils with a good education. Throughout the school, pupils make good progress and, by the time they leave, they have attained above average standards. The school prepares them well for the next stage in their education. Children start school with broadly average attainments. They enjoy a very good start to their education in the Foundation Unit where they are made very welcome. Children and parents say how happy they are after only a few days in school, and how effectively the school handles this transition. The activities provided are based on excellent curricular planning. The recent introduction of a system which gives children more opportunities to choose their learning activities is proving effective in developing their independence and personal and social skills. By the time they leave the Foundation Unit, almost all children have achieved or exceeded the expected standards. Pupils' good progress continues throughout the school. By the end of Year 2, a high proportion of pupils reach the nationally expected standards in reading, writing and mathematics, but too few pupils reach higher than expected standards. In mathematics, standards still lag behind the other subjects. A new system for tracking pupils' progress is helping staff analyse the progress made and, although the use of this needs further development, the information available is already having a positive impact on teaching and is helping the headteacher and subject coordinators to address weaknesses. Pupils' good progress is also the result of consistently good teaching and effective lessons that support the learning of pupils of all abilities. Teachers provide good care for pupils and know them well as individuals. However, the marking of pupils' work does not do enough to help them understand how they can improve. The recently appointed headteacher and deputy headteacher have introduced a wide range of changes to the school. They have rapidly created an ethos which supports new ideas and innovations, and a willingness among staff to try new initiatives. For example, there have been improvements in supporting children on transfer from Reception to Year 1, to help them cope with different ways of working and learning. Teachers have recently changed the way they share what is expected of children at the start of lessons. Although these improvements are at an early stage of implementation, the indications are that this is helping pupils to a clearer understanding of what they are going to learn. The clear focus on raising standards, together with the improvements already in place, indicate that the school has a good capacity to improve further. The governors, headteacher and staff have not yet begun detailed monitoring and evaluation of the impact of the changes. The pupils' personal development is outstanding and this reflects how well the school provides for their spiritual, moral, social, and cultural development. Pupils clearly love coming to school and have very positive attitudes towards work. Behaviour is excellent and this is often a response to the high quality of relationships built up between staff and their pupils. The school council is a particular strength and gives all pupils a chance to reflect in depth on the success of their school. They know their opinions are valued. The school has created an outstanding curriculum that offers pupils many opportunities beyond those found in many other schools. Pupils in Year 2 have an excellent opportunity to take part in a residential visit which supports their personal and social development very effectively.

What the school should do to improve further

- Improve the proportion of pupils reaching higher than average standards, especially in mathematics. - Improve the marking of pupils' work so that pupils have a more accurate understanding of what they need to do to improve. - Evaluate the impact of recent changes introduced by the new headteacher and deputy headteacher.

Achievement and standards

Grade: 2

By the time pupils leave the school standards are consistently above average. Pupils make good progress in each year group and achieve well. National test results show that standards in reading, writing and mathematics have improved over the past three years at a pace that is faster than the national rate of improvement. Differences in the achievement of boys and girls are analysed by the school and action taken as necessary, although this is not always done in sufficient detail for the small number of minority ethnic pupils. Standards in mathematics have been a concern as, although still above average, they have not kept pace with those in reading and writing. Given the high proportion of pupils that reach the nationally expected standards in reading, writing and mathematics, too few pupils reach higher than expected standards by the end of Year 2.

Personal development and well-being

Grade: 1

Pupils enjoy coming to school, their attendance is good and they are enthusiastic about their learning. Pupils work hard and behave excellently, so that little time is wasted in lessons. They know how to stay safe and have an excellent understanding of how to stay healthy through physical activity and healthy eating. Pupils' spiritual, moral, social and cultural development is outstanding. They show considerable concern for others and contribute regularly and willingly to local and national charities. Pupils' very good social skills and good achievement in literacy and numeracy prepare them well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

The teaching is consistently good throughout the school and pupils make good progress. A major element of the good teaching is the way that teachers and teaching assistants work very well together. There is a team spirit and a high level of mutual support that provides very good learning opportunities for the pupils. This team approach makes it more likely that the recent changes made in the school will be successful. Although the marking of pupils' work does not always help the older pupils

to understand what they need to do to improve, teachers know their pupils well and build highly constructive relationships with them. The setting of targets for individual pupils has been successful in raising standards in writing.

Curriculum and other activities

Grade: 1

In the Foundation Unit there is a huge range of exciting and purposeful tasks, which help children to achieve well. Children have good opportunities to choose activities for themselves and this is carefully monitored by staff to ensure both breadth and balance of experience. This style of learning has been successfully extended into the first term in Year 1 to cater particularly for the needs of lower attaining pupils. Throughout the school, staff have incorporated the knowledge and skills of most subjects into themes that interest pupils, so they are enthusiastic about their learning and make good progress. Provision for pupils with learning difficulties and disabilities is very well organised. Consequently they make very good progress. Enrichment of the curriculum is excellent, with a wide variety of clubs, visits and visitors that enhance pupils' personal development.

Care, guidance and support

Grade: 2

The school has robust child protection and health and safety arrangements, so the school is a safe place for pupils. Very good induction procedures ensure that children settle quickly into the Nursery. Excellent links with the junior school provide a smooth transfer from Year 2 to Year 3. There are excellent relationships between adults and pupils. Pupils are confident they have someone to turn to for help if they have a problem. Pupils say that they feel safe and secure in school. The assessment, tracking and monitoring of pupils' attainment is good. Pupils commented that that their targets have helped them to improve their writing skills. However, the computer based tracking of individual pupil's attainment is yet to be fully utilised by, for example, analysing their individual progress in depth.

Leadership and management

Grade: 2

Although only recently appointed, the headteacher and deputy headteacher have wasted no time in successfully creating a culture of continuous improvement and a clear focus on raising standards further. The governing body supports them well; governors are knowledgeable and act very effectively as critical friends of the school. The school's self evaluation is accurate and ensures the school has recognised the most appropriate areas for further improvement. There is a very strong relationship with parents who are very supportive of the school. They have confidence in the recent changes. Many of the changes introduced by the senior staff are very new and there has been insufficient time for the senior leadership to monitor the impact of many of these changes in sufficient depth.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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

How well do learners achieve?	2
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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

Dear Children Thank you for the help you gave us when we visited your school. You were very friendly and made us feel very welcome. You were also very willing to talk to us and you told us a great deal about how much you enjoy being at school. This was very useful in helping us decide how good your school is. We think your school is a good one with some things that are outstanding! You are made to feel very welcome when you start at the school and most of you settle in very quickly. The teachers help you learn to get on well together and your excellent behaviour helps them to teach you well. This means you learn a lot of new things and make good progress. We think you could do a bit better at mathematics, and that some of you could reach even higher standards in your work than you do. You have good teachers and other grown-ups who are willing to try new ideas. We think that Mrs Johnson and the school now need to look at the changes they have made to judge how much they are helping you all to learn better. Your teachers work very hard to create lots of interesting and exciting activities for you to help your learning. You told us that you found the targets they gave you helped you make your writing better. We think the older children can get even better by being given more help when your books are marked. You are very lucky to be at Chaddesden Park Infant School and I hope you will carry on working hard and enjoying your time there. Yours sincerely Geof Timms (Lead Inspector)