

Corfield CofE Infant School

Inspection report

Unique Reference Number	112826
Local Authority	DERBYSHIRE
Inspection number	289425
Inspection dates	9–10 July 2007
Reporting inspector	Alison Cogher

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School	76
Appropriate authority	The governing body
Chair	Dr Ray Randall
Headteacher	Mrs Joan Goodchild
Date of previous school inspection	7 October 2002
School address	Thorpes Road Heanor Derbyshire DE75 7GQ
Telephone number	01773 712893
Fax number	01773 712893

Age group	4–7
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average sized infant school situated near the centre of Heanor. Almost all pupils are from White British backgrounds. A small proportion of pupils is entitled to free school meals, and a very small proportion speaks English as an additional language. Pupils generally start school in the Reception class with knowledge and skills that are below those expected nationally. The proportion of pupils with learning difficulties or disabilities is just above average. The school has achieved a number of nationally recognised awards including 'National Healthy School' status and the Basic Skills 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 a good school. In all classes pupils make good progress and achieve well. The school provides good value for money and has improved well since the last inspection.

The headteacher provides outstanding leadership and is supported effectively by hardworking staff and governors. Good systems are in place that allow the headteacher, staff and governors to rigorously and accurately judge the quality of the school's work. Effective teamwork and a tight focus on continuous improvement mean that the school has a good capacity to improve further. Areas for improvement are clearly identified and staff work together to ensure that agreed changes are implemented quickly and consistently. Staff know how the changes they are making are expected to make an impact on pupils' achievements. They are thorough in the monitoring and evaluation of the actions taken and willingly accept constructive criticism and support from each other. The school has succeeded in raising standards significantly since the last inspection and has established an improving trend. The parents are appreciative of the progress their children make, the care and guidance they receive and the opportunities they are given. They give the school their overwhelming support. The school values its partnership with parents very much and works hard to keep them informed and involved in all aspects of their child's education.

Pupils' personal development and well-being are good. In response to the good quality care, guidance and support they receive, pupils develop into enthusiastic learners. They have a good grasp of how to stay safe and the benefits of adopting a healthy lifestyle. Attendance is satisfactory. There is a strong sense of community amongst staff and pupils, which reflects the school's Christian affiliation and supports very well pupils' wholehearted enjoyment of school life. Most pupils behave well and develop into confident, independent well motivated individuals who display very good attitudes to learning.

Although they vary slightly from one year to the next, pupils' standards on entry to the school are just below those expected. Provision for pupils in the Foundation Stage is effective. They make good progress and are well prepared for Year 1. Pupils continue to make good progress and achieve well to reach above average standards by the end of Year 2. This is a consequence of good and sometimes outstanding teaching and a well-organised curriculum that motivates pupils to learn. Teachers make very good use of assessment information to guide their teaching so pupils are supported in achieving challenging targets. Teachers are very clear about what pupils need to learn next but do not share this information sufficiently with them. Consequently, pupils are not clear about what they need to do to improve their work. Teachers make good links between subjects to make the learning relevant and use a good range of resources effectively to enthuse and motivate them. They plan different kinds of activities to engage pupils who may learn in different ways. During activities that include the use of the outside areas, pupils' learning is often excellent. However, the good planning of learning is not consistent across the school and consequently, although it is never less than good, not all pupils are experiencing the same high quality creative curriculum.

What the school should do to improve further

- Provide pupils with more information about what they need to do next to improve their work.
- Make better use of the outside areas to support pupils' learning throughout the school.

Achievement and standards

Grade: 2

Throughout the school, pupils of all abilities, including those with learning difficulties or disabilities, achieve well and make good progress. Although they vary slightly from year to year. Pupils start school with standards that are just below national expectations. They make good progress in all areas of learning of the Foundation Stage curriculum and almost all achieve or exceed the expected goals by the end of their Reception year. They continue to make good progress in Year 1 and Year 2 to achieve the challenging targets they are set. By the end of Year 2, standards are generally above average in reading, writing and mathematics.

Personal development and well-being

Grade: 2

Pupils develop good levels of independence and are keen to take responsibilities such as being members of the school council. They are confident and show high levels of enjoyment as they enthusiastically engage in all that the school has to offer. Adults act as good role models and support the development of pupils' good personal skills well. Pupils' attitudes to school are very good. They say they have lots of friends and that they work together well in lessons and while at play. Attendance is satisfactory and the school employs robust systems to encourage good attendance. Pupils like their teachers and say this is because they help them to learn and make them feel valued. Consequently, they are ready to express their views and ideas in a range of situations because they know their contribution will be appreciated. Most pupils behave well, although there are some who find this a challenge. There are good strategies in place to help them improve. The school's Christian ethos is reflected in the good relationships that exist in the school and in pupils' good spiritual, moral, social and cultural development. Pupils know how to keep themselves safe and have a good awareness of how to lead a healthy lifestyle. They make a valuable contribution to their school community and enthusiastically support various charities. Pupils' social and academic skills prepare them well for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teachers make extremely good use of assessment information to set targets for pupils and to guide the planning of lessons. A good variety of activities are planned, many of them very practical and this supports pupils who learn in different ways. Pupils' learning is most effective when teachers are creative in the way lessons are organised. This includes making effective use of the outside environment and pursuing links between subjects to give pupils' learning relevance. Teachers have good subject knowledge and work effectively with teaching assistants. This teamwork benefits pupils who receive targeted help or challenge to support their learning. Teachers use questioning particularly well to extend pupils' skills, vocabulary and understanding and to help them clarify their thinking. This, together with the support they receive from adults and the way work is well matched to their age, ability and interest, helps to secure their good progress in lessons and enables them to build successfully on previous learning.

Curriculum and other activities

Grade: 2

The school's good curriculum meets pupils' differing needs and capabilities well. Throughout the school pupils' independent learning and their basic literacy and numeracy skills are given good emphasis. Children in Reception experience a curriculum that is based well on practical learning and this continues in Years 1 and 2. Learning opportunities include pupils working cooperatively and sharing ideas and these fully support their personal development. At their best, the activities are so well matched to pupils' interests and abilities that they work without adult support for extended periods of time at a very good pace and become totally absorbed in their learning. Teachers generally make good use of a variety of resources, including information and communication technology (ICT), to capture pupils' imagination and motivate them to learn. However, the outside learning environment is not used consistently well by all teachers and as a result some valuable opportunities to support pupils' learning are missed. Pupils benefit from a variety of after school clubs and the curriculum is enriched and extended by a good range of visits and visitors.

Care, guidance and support

Grade: 2

Pupils feel safe, cared for and supported because the school's procedures for child protection and supporting pupils' welfare are robust and implemented consistently. In this small school staff know all the pupils very well and they work hard to ensure that their personal and learning needs are met. The school works closely with other schools and outside agencies. This ensures that pupils are well supported as they move in and out of the school and their specific needs are met if they have a learning difficulty or disability. The school works constructively with parents to secure a strong and effective working partnership. Procedures to assess pupils' learning and track their progress are exceptionally good. Teachers use this information very well to guide the planning of lessons, but do not share it well enough with pupils. Consequently, pupils are not enabled to take some responsibility for their own learning and are unsure about what they need to do to improve their work. Pupils are confident and have good levels of self-esteem because their efforts and achievements are valued and celebrated.

Leadership and management

Grade: 2

The headteacher's extremely good leadership has secured very productive working relationships amongst staff. There is a strong whole school commitment to provide the best possible education for pupils. The views of parents and pupils are sought, valued and responded to. Teamwork is effective and there is a willingness amongst staff to learn from each other. The headteacher is empowering staff to develop their ability to lead their allocated subject areas and to work efficiently to bring about whole school improvement. Governors are well informed and able to both challenge and support the school. They actively monitor the work of the school but do not manage this process as effectively as they could, by spreading their tasks more evenly over the year. Working constructively with staff, governors help to ensure that priorities are successfully tackled to secure good continuous school improvement. This united and effective approach demonstrates the school's good capacity to improve further.

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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>	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?	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	1
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

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?	2
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.

Annex A

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

10 July 2007

Dear Children

Inspection of Corfield C of E Infant School, Heanor, DE75 7GQ

Thank you very much for helping me with the inspection of your school. You were very friendly and made me feel welcome. I enjoyed talking to you about your school and was delighted that you were so keen to tell me about your work. I was particularly pleased to hear how much you enjoy being at school. I think you work hard and most of you behave well. You make good progress with your work and the standards you reach by the end of Year 2 are better than those found in most schools. You and your parents think you go to a good school and I agree with you.

Your headteacher and all the staff and governors work hard to look after you, and to make sure you learn as well as you can and enjoy your time at school. They want you to feel safe and be happy at school. I was very pleased to see how confident you were in lessons and how well you worked and played together.

Your teachers keep a very close check on how well you are doing and know exactly what you need to learn next. I have asked them to make sure that they tell you what you need to do to make your work better. Your teachers work hard to make sure your lessons are fun and that you are given a good range of activities to do. You told me you like your lessons and all the other things your teachers plan for you to do. You learn very well when you do your work outside so I have asked your teachers to plan for you to do this more often.

Thank you for making my visit so enjoyable. Keep working hard and good luck in the future.

Alison Cogher

Lead Inspector