



Chilvers Coton Community Infant School

Inspection Report

Unique Reference Number 125537
Local Authority Warwickshire
Inspection number 299937
Inspection dates 27–28 February 2007
Reporting inspector Clive Kempton HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Infant	School address	Fitton Street
School category	Community		Nuneaton
Age range of pupils	3–7		CV11 5RB
Gender of pupils	Mixed	Telephone number	024 76387001
Number on roll (school)	155	Fax number	024 76388051
Appropriate authority	The governing body	Chair	Collette Marsden
		Headteacher	Deborah Bailey
Date of previous school inspection	27 September 2005		

Age group 3–7	Inspection dates 27–28 February 2007	Inspection number 299937
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Introduction

When the school was inspected in September 2005 it was judged to require special measures. It was asked to raise standards, particularly in English, mathematics and science, information and communication technology (ICT) and religious education (RE); ensure that teaching and learning activities met the needs of all learners in Year R to Year 2; ensure that agreed developments were implemented and monitored effectively and that the curriculum met statutory requirements; improve pupils' independence and initiative and involve them and their parents in helping to make decisions about how the school could improve; and, improve attendance. One of Her Majesty's Inspectors (HMI) has visited the school each term since September 2005 to assess the progress made in addressing these issues. This section 5 inspection was carried out by one HMI and one Additional Inspector.

Description of the school

The school is situated close to the centre of Nuneaton. One parent described the locality as 'a lovely, happy community'. About three quarters of the pupils are from minority ethnic backgrounds. Although many pupils have English as an additional language, very few, other than in the Nursery, are at an early stage of learning English.

The proportion of pupils with learning difficulties and disabilities is high. The most common problems are speech and communication difficulties. About one quarter of the pupils are eligible for free school meals, above the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Chilvers Coton Community Infant School is a satisfactory and improving school, with some good features. In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. This is because the management of the school has successfully resolved the issues identified during the last inspection and now has a strong capacity to further improve the quality of education without needing high levels of support from the local authority. Children make a cracking start to the school in the impressive Nursery. They make satisfactory progress in Year R and good progress through Year 1 and Year 2. By the time pupils leave the school, standards are close to the national average. This is a considerable achievement taking account of their very low attainment on entry to the school. Standards have risen in English and mathematics and the school's detailed system for tracking the progress of pupils now clearly provides evidence of this good progress. Higher achieving pupils could achieve even more. The curriculum meets statutory requirements and the new leadership of the school has ensured that all the agreed developments have been implemented. Pupils are now provided with more opportunities for independent learning and parents feel more involved in the life of the school. Attendance has improved and is now satisfactory, although there are still a few families who remove their children for extended holidays abroad. This not only impacts on their standards but also on the school's attendance figures.

All these improvements have happened because the headteacher and her able deputy lead the school with vision and purpose. Their commitment has become infectious and spread to the rest of the staff and other adults in the school. Leadership and management are satisfactory but self-evaluation and development planning lack a sharp focus on measurable outcomes. Teaching has improved dramatically and is good overall, although slightly less successful in Year R. There is now a strong team spirit and determination from all the staff to improve the provision.

The personal development of pupils is satisfactory. Pupils' behaviour and attitudes to learning are good and pupils obviously enjoy coming to school, playing on the exciting new play equipment, and developing healthy lifestyles. The curriculum is becoming more exciting and pupils are well cared for, guided and supported academically and in their pastoral development through a range of agencies. An onsite learning mentor has been appointed to extend this support.

What the school should do to improve further

- Ensure that the good progress made in the Nursery is maintained in Year R.
- Improve the achievement of the more able pupils.
- Clarify success criteria in development planning and ensure that self-evaluation at all management levels focuses more on outcomes.

Achievement and standards

Grade: 2

Children enter the Nursery with very low levels of attainment for their ages, especially in spoken English. They make good progress in the Nursery but this slows in Year R. Progress is therefore satisfactory overall in the Foundation Stage and standards are below average when pupils enter Year 1, especially in the basic skills of literacy and mathematics. Pupils then achieve well in Key Stage 1 and, by Year 2, standards are broadly average when compared with those seen nationally. Achievement is good in Key Stage 1, but higher attaining pupils could do even better. Lower attaining pupils and those with learning difficulties and disabilities are identified correctly and are suitably challenged so that they achieve well. Pupils with English as an additional language, including those at an early stage of learning English, also achieve well. The school is expecting to exceed its targets for national tests in 2007 and 2008. The 2006 results in the national tests were disappointing and this spurred the school on to devise a much more effective system to track pupils' progress. As a result, this year, the staff have recognised the need to challenge their higher attaining pupils more as they were not predicted to attain the higher levels in English and mathematics. Parents are recognising this drive on higher standards too. One commented, 'The staff have more of an idea now about pushing my son forward.'

Personal development and well-being

Grade: 3

Personal development and well-being are satisfactory. Behaviour in and around the school is good and pupils have adopted positive attitudes to learning. They obviously enjoy coming to school and being part of the pleasant learning environment. Attendance has improved since the last inspection and is now broadly satisfactory. Half of the pupils have attendance that is above the national average. Periods of poor attendance are the result of two main things: a few families who take their children on extended holidays abroad; and, whole school issues such as contagious sickness bugs.

Healthy lifestyles are promoted through the national fruit scheme and the provision of fresh water, fresh orange juice and milk for the younger children. School meals provide a choice of healthy lunches although they are taken up by only a minority of pupils, parents preferring to provide a packed lunch and eat a family meal together in the evening. Pupils are adopting a more active lifestyle following the completion of the new playground equipment, and more physical education such as the provision of dance within the curriculum from a visiting specialist once a fortnight.

The spiritual, moral, social and cultural development of pupils is satisfactory. Pupils know right from wrong, are polite and courteous to visitors, and socialise well at all times throughout the day. They work well individually or in mixed gender pairs. They are developing as confident young people, although not always prepared to engage in extended conversation. Pupils report that most children are kind to each other and any teasing and rare cases of name calling on the playground are dealt with quickly

by a lunchtime supervisor. Pupils get opportunities to develop their cultural awareness through curriculum trips during the school day such as visits to Coombe Abbey and the Black Country Museum. There are some, although limited, opportunities for pupils to develop responsibility, for example being a monitor in their classroom.

Pupils' enhanced English and mathematics skills provide a secure base for future life. Enterprise opportunities such as cake making and selling them to the school community, whilst limited, are developing.

The school council is an active body made up of representatives from different classes in the school. They meet regularly and have made the decision that some of the perimeter walls in the playground should be painted to brighten up the environment.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and has improved steadily since the last inspection. In the Nursery, teaching is outstanding and, as a result, children make very good progress. Work is very carefully planned to provide a wide range of exciting learning activities that sustain children's concentration and obvious enjoyment. In the Reception classes the quality of teaching is more variable and is satisfactory overall. Here, pupils make adequate progress, but there are missed opportunities in the teaching of basic literacy and numeracy skills. As a result, pupils do not make sufficient progress in these areas.

Teaching, by contrast, is good throughout Key Stage 1, with effective demonstration by teachers of what pupils need to learn, high expectations, a brisk pace, and good relationships between adults and pupils.

Throughout the school, assessment informs planning, so that the vast majority of lessons cater well for different abilities. Sometimes, higher attaining pupils need more help and challenge to enable them to achieve their full potential.

Curriculum and other activities

Grade: 3

The curriculum provides a satisfactory and developing range of well planned activities. The school works well with other providers to extend the provision. The curriculum in the Nursery is good. Throughout the school, there is a range of educational visits to different places, such as Birmingham airport and the local garden centre, and every fortnight the school arranges a special curriculum enrichment day when pupils learn through the arts, about different countries around the world.

Pupils are starting to bring the excitement of their school work home and some get their parents involved in researching dinosaurs or discussing how we used to live as part of their history topic work. One parent commented, 'I have much more understanding now of what the children are doing at school'. Pupils are also beginning to bring more work to school they have produced independently at home. One parent

told inspectors that his son 'made his own book' at home in response to a piece of literacy work started at school.

Subject leaders are in the process of reviewing the way their subjects are taught and the implications for resources. The integration of literacy, numeracy and ICT across the curriculum is satisfactory and improving.

Care, guidance and support

Grade: 2

The school cares for its pupils well. Pupils learn in a safe and happy setting which continues to improve. Academic guidance is good. The school has implemented an effective tracking system, used well by teachers to ensure that the academic needs of individual pupils are measured regularly so that they can tell pupils what they need to learn, as well as set suitable targets for them. As a result, pupils know what they need to do to improve their work.

Different groups of pupils are identified and appropriately supported. Child protection procedures are in place and care for vulnerable pupils is good. The school liaises well with a range of external agencies to support and extend its provision for pupils identified for specific support. Very recently, a learning mentor has been appointed to give further help for pupils with additional needs. The school's pastoral care is good. Teachers know their pupils well.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The new headteacher has a clear vision for the school and has already moved the school forward in a short space of time. She is ably supported by a very capable deputy. These two senior managers make a good team. Work has started in developing the roles and responsibilities of the foundation subject leaders through MIC, a management strategy where subject leaders are required to audit their subject and decide what needs to be Maintained, Improved or Changed. This work is at an early stage of development. Whole school self-evaluation is also developing but is currently too descriptive rather than focusing on the extent to which outcomes have been achieved. The exception is the good work that has been developed to monitor and track the pupils' performance in English and mathematics. This work has been significant. Staff know in detail how well every child is doing. They can clearly demonstrate pupils' progress and predict future attainment. These predications testify that the school is on an improving trend and that the management has the capacity to maintain the progress and improve standards.

Governance is satisfactory with some good features. There is now a full governing body and governors increasingly hold the school to account for the standards it achieves.

Parents are very supportive, feel more involved, and have noted the improvements since the school became subject to special measures. One parent commented,

'Everything seems to be knitting together now. The school is much better organised.' Parents also report a marked difference in the attitudes of their children to school. Communication with parents is now regular through the weekly newsletter. Parents feel they can come into the school at any time to discuss concerns.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
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	3
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?	3
The extent of learners' spiritual, moral, social and cultural development	3
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	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
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?	3
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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Thank you very much for making me so welcome when I visited the school with another inspector in February. We really enjoyed talking to you, looking at your work, and watching you learn. We thought you would like to know what we thought about your school and how it could get even better.

- You were all very well behaved around the school and in lessons.
- You were all polite, friendly and remembered to say please and thank you.
- The teachers prepare interesting work for you and you enjoy your lessons.
- You really enjoy playing on the new play equipment in the playground.
- Those of you who need extra support get the help you need.
- We could really see how you had all improved your literacy and numeracy work and are now trying much harder in your lessons.
- You looked very smart in your school uniform.
- Most of you are coming to school every day, although a few of you are still missing too much school and you will find it hard to catch up.
- You enjoy the curriculum enrichment days at school and going on visits during school time.

To help the school get even better, we have asked your headteacher and the staff to do these things:

- give those of you in Year R more help from your teachers to do even better
- make sure some of you get even harder work to do
- make sure that all the adults understand what is important to make the school get even better.