

# Clowne Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	112533
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	310917
<b>Inspection date</b>	16 June 2008
<b>Reporting inspector</b>	Ian Jones

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	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Dolby
<b>Headteacher</b>	Mr Geoff Leyland
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	Ringer Lane Clowne Chesterfield S43 4DB
<b>Telephone number</b>	01246 810518
<b>Fax number</b>	01246 813401

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

The inspection was carried out by an Additional Inspector who evaluated the overall effectiveness of the school and investigated the following issues: pupils' development of independent learning skills and their involvement in assessment; the adaptation of provision to support different learning styles; the effectiveness of leaders and managers at all levels to support improvement. Evidence was gathered from the observations of lessons, discussions with staff, pupils and governors; parents' questionnaires, examining pupils' work, school assessment data and documentation including the school's self-evaluation. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Clowne is a large, community infant and nursery school situated in a former mining village. Most of the pupils live locally, although increasing numbers come from further away, and attainment on entry is below that expected nationally. The proportion of pupils eligible for free school meals is above average. The proportion of pupils who need additional support or those who find learning difficult is below that found in most other schools. The school has gained a number of awards including: Gold Artsmark, ActiveMark for sport, the Healthy School Award, Anti-Bullying Award and Basic Skills Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This outstanding school has an innovative and exciting approach towards constantly improving pupils' education. Parents are very impressed by the work of the headteacher and staff. They make comments such as 'What a fantastic and friendly school ... the staff are fabulous and very approachable ... the school understands children and makes each of them feel special'. These comments are confirmed on entering the school where the welcoming atmosphere and the buzz of excitement in learning permeates all activities and sessions.

High quality teaching ensures that pupils make excellent progress and attain standards that are above average by the end of Year 2. Pupils develop fully the skills they need for successful learning in the future. Excellent provision in the Foundation Stage ensures that children get off to a flying start. Children discover that learning is a very enjoyable experience and this impression is carried with them as they progress through the school. Staff make excellent use of all available space to develop learning. The school celebrates pupils' work and progress effectively, and the carefully constructed reward systems motivate them to improve further. Teachers exhibit a great deal of skill in making very good use of assessment information to plan lessons which suit the needs of the pupils well. As a result, all groups of pupils, including those who need additional support or those who find learning difficult, make rapid progress.

Pupils have excellent relationships with each other and the staff. They like and appreciate the adults who work with them. They say, 'Our teachers are really kind and funny, they really help us to learn'. Teachers and teaching assistants are very skilled at developing pupils' confidence and fostering a desire to learn. Initiatives such as 'Leyland's Lads' have improved learning by motivating pupils and successfully developing their confidence and attitudes to work. Pupils are actively involved in learning in a safe and nurturing environment and have the confidence to have a go at unfamiliar and challenging tasks, knowing that this is often how they learn. Pupils' confidence in learning is further boosted by the excellent pastoral care and the well developed systems to guide and support all individuals academically.

Staff successfully create an environment in which pupils flourish and their personal development is outstanding. The excellent behaviour and positive attitudes are key elements in promoting the high levels of achievement. Pupils have a first-class understanding of how to keep themselves fit, healthy and safe and have no qualms about seeking help should they need it. Healthy snacks and lots of exercise are regular features of the school day and the pupils fully understand the reasons for these. Pupils have a strong spiritual, moral, social and cultural awareness. They also contribute exceptionally well to the school and wider communities. For example, they regularly instigate fund-raising for a range of charitable causes. 'Playground buddies' and 'mini leaders' have well developed roles, and take their responsibilities seriously. Pupils' full involvement in carrying out many responsibilities around the school and their involvement in school affairs through the school council ensure that they are well on their way to becoming responsible citizens.

The school has an exciting curriculum that boosts pupils' interest in learning. This is enhanced by the wide range of extra activities, trips and visitors, and the school's successful participation in a range of local and national projects. Nonetheless, with its desire to improve further the school is exploring ways to help pupils assess their own and others' work in order to gain a better understanding of their learning and progress.

Leadership and management are excellent. Staff and governors have a clear understanding of what is working well and what needs to be improved. The headteacher leads by example. His work is inspirational, particularly in terms of creating a school vision and an atmosphere in which staff and governors work extremely well together. Given the success in moving the school from strength to strength since the last inspection, the school is in a very strong position to keep things improving at a good rate in the future.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The day is full of exciting and interesting activities for the children in the Nursery and Reception classes. Curriculum planning is very thorough and provides the children with an excellent range of opportunities. This, plus the high quality teaching and the excellent care, support and guidance, ensures that children acquire a very wide breadth of skills, knowledge and understanding. Children start school with standards that are below those expected nationally. By the time they are ready to start Year 1, most of them reach and sometimes exceed the expected levels. A particularly strong aspect of provision is the excellent teamwork of the staff. Their very effective organisation of all sessions provides pupils with a range of stimulating and practical learning tasks. There are also numerous opportunities for children to plan what they want to do and develop good quality skills to learn independently and collaboratively. As a result, children are confident and very well prepared for the next stage of their learning.

### **What the school should do to improve further**

- Extend strategies to engage pupils in assessing their own learning.

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## Annex A

## 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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	1
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?	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

17 June 2008

Dear Pupils

Inspection of Clowne Infant and Nursery School, Chesterfield, S43 4DB

Thank you for making me so welcome, talking to me and helping me during the school's inspection. It was really enjoyable coming to meet you and finding out all about your school. You will be pleased to know that the school is doing an outstanding job - well done!

Here are some of the most important parts of the inspection report that I thought you might like to know about:

- You work hard in lessons and your achievement is excellent as you move through the school.
- Your personal development is outstanding. You clearly enjoy your time in school and I was very impressed by your excellent behaviour.
- You have really good work planned for you, and your teachers work hard to make it all as exciting and interesting as possible.
- You told me that your teachers and teaching assistants are doing a great job and are lots of fun - I agree with you.
- Your headteacher does a tremendous job by helping everyone to work together to make the school as good as it is.

To make the school even better, I have asked the staff to find more ways to encourage you to assess how well you are doing. You can help by thinking about how you could make your work even better.

Thank you again for being so helpful and friendly when I came to see you.

Ian Jones

Lead inspector