

# Inspection of Melbourne Infant School

Packhorse Road, Melbourne, Derby, Derbyshire DE73 8JE

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Inspection dates: 15 and 16 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

Previous inspection grade

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

## **What is it like to attend this school?**

Pupils are proud of their school. They understand the 'STAR standards' that express the school's key values. Pupils speak readily about the importance of being kind, trying your best and looking after their school. They show positive attitudes to learning.

Pupils say that they feel safe at school. They say that the staff are kind and look after them well. Pupils understand the consequences of their actions. They say that the 'red dojo' sanction is fair if they break a rule. Pupils understand the meaning of bullying. They know that leaders will help to resolve any bullying, were it to happen.

Pupils know about how to stay healthy. Some described the importance of drinking water, using the term 'staying hydrated'. They speak confidently about eating healthy food and getting plenty of sleep. They know that it is important to be safe online.

Pupils are beginning to settle back into school behaviour routines after periods of time learning remotely. Leaders and staff are assessing any gaps in pupils' knowledge due to the pandemic. There is a strong focus on early reading and mathematics. Pupils receive extra support to help them catch up quickly.

## **What does the school do well and what does it need to do better?**

Leaders have rewritten the curriculum in all subjects. Leaders and staff worked closely together to identify the key knowledge and skills that pupils should gain. The revised curriculum sets out what pupils should know, and in what order, from early years to Year 2. Leaders have also taken account of the expectations for Year 3. This means that pupils are well prepared for the next steps in their education.

This is the first full year of teaching the new curriculum. Leaders and staff recognise the need to check how well the new approach supports pupils to build a rich store of knowledge and skills. Leaders do not yet have a complete picture of the impact of the new curriculum. They plan to increase the pace and precision of their monitoring, so that they can refine the curriculum as soon as needs arise.

In mathematics, the current focus is to ensure that pupils have a secure grasp of number. Staff regularly check what pupils can remember from previous lessons. This helps pupils to apply that knowledge when faced with new concepts. Pupils say that they enjoy mathematics. They are confident learners.

Leaders and staff prioritise reading, and a love of books, widely across the school. Leaders have provided new sets of books designated for 'reading for pleasure' at home or in school. A recent fundraising event resulted in a new outdoor reading shed for use at playtimes. The aim of these developments is to ignite pupils' passion for reading.

Children begin to learn phonics as soon as they join the Reception class. There is a systematic approach to teaching phonics throughout the school. Pupils read from books that match their phonics knowledge. Most are developing as fluent, confident readers. Some pupils are still in the very early stages of reading. Staff provide extra support for these pupils to help them catch up quickly.

The school's provision for pupils with special educational needs and/or disabilities (SEND) is strong. Whenever possible, pupils with SEND are included in class activities, so that they can access the full curriculum. Skilled staff provide well-planned support for pupils with complex needs.

Leaders and staff promote pupils' broader development well. They follow a coherent approach, based on their shared vision and the 'STAR standards'. These set out the key traits pupils should gain, such as resilience and kindness. Pastoral support is strong. Pupils in Year 2 have a designated staff 'buddy' who is available to support them. Trained staff offer targeted support for pupils who are struggling to manage their behaviour or emotions. This takes place in the 'rainbow room' nurture provision. Pupils understand the importance of treating everyone equally, regardless of differences. Pupils say that 'it doesn't matter' who you are or what you look like. They say, 'We welcome everyone.'

Staff describe themselves as a close team who support each other well. They agree that leaders are approachable and caring. Staff say that leaders are mindful of their workload and well-being. Governors confirmed that they discuss leaders' and staff's well-being at their meetings. Governors are well informed about the school and share leaders' ambitious vision for pupils. They fulfil their statutory duties effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders say that safeguarding is 'at the forefront of all our minds'. They have established a strong culture of concern and vigilance across the school. Staff and governors receive regular training and updates. Records show that concerns are noted straightaway. Leaders take appropriate actions, including working with a range of external agencies. It is clear from talking to pupils that they understand how to keep themselves safe in age-appropriate ways. Pupils receive regular teaching about safety through the computing curriculum, assemblies and personal, social and health education sessions.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have rewritten the curriculum in all subjects. The curriculum sets out clearly what pupils should know and be able to do. This is the first full year of implementation. Leaders are beginning to monitor and evaluate the impact of the curriculum; however, their actions currently lack precision. Subject leaders are not

consistently clear about how they should monitor, or when. Consequently, leaders do not yet have a clear view of the full impact of the curriculum on pupils' learning. Leaders should ensure that the revised curriculum supports pupils to know and remember more in the long term.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112594
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10211820
<b>Type of school</b>	Infant
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	187
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adrian Walters
<b>Headteacher</b>	Charlotte Gibbs
<b>Website</b>	<a href="http://www.melbourne-inf.derbyshire.sch.uk">www.melbourne-inf.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	10 October 2007, under section 5 of the Education Act 2005

## Information about this school

- At the time of the inspection, the headteacher was absent from the school. An acting headteacher was appointed in January 2022.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- Inspectors met with the acting headteacher, curriculum leaders and a range of staff. The lead inspector met with the chair of governors and other members of the governing body.
- The lead inspector held a telephone conversation with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.
- Inspectors also spoke to leaders about the curriculum and reviewed samples of pupils' work in some other subjects.
- Inspectors observed pupils' behaviour in lessons and at other times around school.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

### **Inspection team**

Christine Watkins, lead inspector

Her Majesty's Inspector

Gayle Bacon

Ofsted Inspector

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