

# Cotmanhay Junior School

## Inspection report

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<b>Unique Reference Number</b>	112569
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357129
<b>Inspection dates</b>	4–5 November 2010
<b>Reporting inspector</b>	Michael Miller

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>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Burns
<b>Headteacher</b>	Glyn Julian
<b>Date of previous school inspection</b>	26 September 2007
<b>School address</b>	Beauvale Drive Ilkeston DE7 8RR
<b>Telephone number</b>	0115 932 2011
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<b>Email address</b>	info@cotmanhay-jun.derbyshire.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 18 lessons and 12 teachers. Inspectors held meetings with representatives of the governing body, staff, the local authority and groups of pupils. They looked at pupils' work and observed assemblies. They talked with many pupils and met members of their families at the start of the school day. School documents were examined including policies, development planning, self-evaluation reports, monitoring files, curriculum and safeguarding documents. Minutes of governing body meetings were read, as well as the headteacher's reports to governors, local authority reports on the school and information provided for parents and carers. Inspectors received and analysed questionnaires from 38 parents and carers, 23 members of staff and 77 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effect of the work undertaken since the last inspection to raise attainment and improve pupils' progress throughout the school
- how the school is ensuring more consistent teaching approaches to develop pupils' independent learning and thinking skills
- how well the school is developing systems for assessing pupils' learning and progress
- how effectively the school is developing the curriculum to enable pupils to make links between subjects and use their skills in a wide range of contexts.

## Information about the school

This is an average sized junior school serving its immediate local community. Almost all the pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups is well below average and the number speaking English as an additional language is below average. A well above average proportion of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is well above average; most having moderate learning difficulties or behavioural, emotional and social difficulties. As a part of the school's extended services to its community, the governing body provides a breakfast club for its pupils each day during term time. The school has gained National Healthy School Status and received an Anti-Bullying Commitment award from the local authority.

Following the resignation of the previous headteacher, from August 2010, the school is being led by an acting headteacher, appointed by the local authority on a temporary basis, pending a permanent appointment by the governing body.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to improving pupils' progress to enhance their learning and raise attainment, and improving the quality of teaching and assessment.

The overall effectiveness of the school is inadequate, but it does show satisfactory capacity for improvement. Self-evaluation is satisfactory and recognises the main areas for improvement. Discussions with staff and governors confirm a positive commitment to improvement at all levels of leadership. All staff responding to the questionnaire consider that the school is led well. They know what the school is trying to achieve and are unified in feeling that their contributions are valued.

Since September 2010, a number of important initiatives have been put in place by the acting headteacher, in partnership with the local authority's School Improvement Partner. Additional systems for the tracking of pupils' progress and more regular assessments of pupils' attainment have been established to help staff in their reviews of pupils' achievement. These take the form of six-weekly reviews of pupils' progress to hold staff more accountable. However, at this early stage, the impact of these new measures has still to be evaluated. New initiatives were put in place during 2009-10 to tackle pupils' low attainment in English. The proportion of Year 6 pupils gaining nationally expected levels rose significantly in the Summer 2010.

The attainment of Year 6 pupils declined to well below average from below average starting points in Year 3. School data show that pupils currently in Years 4 to 6 have made insufficient progress and in 2010 all four year groups underperformed. The most significant weaknesses in achievement varies between year groups.

Teaching and the day-to-day use of assessment are not good enough to improve pupils' progress. There is some good practice within the school; most of the good teaching seen came from senior leaders. However, too much teaching is only just satisfactory. The school's action plan has a clear target to raise the proportion of good or better teaching. National strategies for assessing pupils' progress have been introduced for literacy, but have yet to be established fully for mathematics and science. The large majority of lesson planning is not sufficiently based on assessment data or information linked to pupils' prior learning. Subject coordinators are not involved sufficiently in the use of assessment information. Consequently, work is not matched well to the full range of ability and preferred learning styles in each class or set. Lesson objectives do make clear what it is intended the pupils should know, understand and do. However, teaching often fails to check pupils' actual understanding and the extent of their learning, particularly through

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the use of focused questioning. The literacy and numeracy coordinators are involved in developing an action plan to improve the monitoring of teaching and learning. There is an increasing understanding that more successful teaching challenges pupils effectively by involving them more actively in learning and consequently inspiring them to higher achievement.

The school does have some important strengths. Pastoral care is good and the school is successful in raising pupils' self-esteem. Partnership links with support agencies ensure that the personal and individual needs of those pupils who may be vulnerable are met well. This provision has had a positive impact upon the pupils' personal development. Attendance has improved and is now average. Pupils understand well the importance of safe and healthy lifestyles. Discussions with pupils show attitudes and inter-personal skills that will stand them in good stead for their future lives.

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

- Improve the quality of teaching and the use of assessment information in order to accelerate pupils' progress and raise attainment by:
  - sharing the good practice already in the school
  - establishing a more consistent approach to planning and use of assessment in the classroom, particularly through the use of questioning
  - enhancing the impact of national assessment strategies by extending these fully to numeracy and science
  - actively involving pupils more in their learning, in order to challenge and inspire them further.
- Increase the impact of leadership and management, particularly of subject coordinators by:
  - implementing regular progress reviews to ensure that underachieving pupils are identified and the impact of initiatives to support their learning is carefully evaluated
  - implementing the action plans to provide training and development for teachers in planning lessons and work for pupils
  - ensuring all subject leaders develop the management skills, particularly in data analysis, they need to support the school's drive for improvement.

### **Outcomes for individuals and groups of pupils**

**4**

Pupils with special educational needs and/or disabilities make better progress than other groups overall. They receive more individual, targeted support through the work of the special educational needs coordinator and teaching assistants. Parents and carers of pupils with special educational needs and/or disabilities praise the links they have with the school and the support their children receive. Taking into account their individual starting points, progress in literacy for such pupils remains below expectations, their progress in mathematics is close to that expected and progress in science is better than expected.

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Attainment on entry to the school is below average with particular weaknesses in literacy. Pupils' progress in English is slower than in other subjects and affects their learning overall. This was illustrated in a Year 5 information and communications technology (ICT) lesson. Pupils made minimal progress because their task was to follow on-screen instructions and their reading skills were insufficient to enable them to do this. Consequently, pupils lost interest and confidence. In contrast, pupils made good progress in Year 6 lessons on biography and a Year 5 lesson on poetry. This was because they were challenged to think and discuss their ideas. Skilful questioning enabled pupils to have confidence in both their speaking and listening skills leading to good involvement and enjoyment in learning.

Most pupils say they enjoy school. Attendance has improved gradually over recent years and is now average although too many families still take term-time holidays. This affects pupils' learning as some find it difficult to catch up on their return. Their attitudes in lessons are satisfactory and the only negative reactions were seen in response to unsatisfactory teaching. Pupils appreciate the importance of living healthy lifestyles. Those taking on responsibility, such as school councillors, make a sound contribution to the school as a community. The very large majority of pupils feel they are cared for well and consequently interact sensibly with each other. They say bullying is infrequent and dealt with effectively. Pupils' appreciation of a multicultural society is broadly satisfactory and their social and moral sense is generally well-developed. An excellent assembly, in which a visitor from the British Legion was interviewed by the acting headteacher, enabled pupils to grasp why 'remembrance' is an important concept in any community. Singing at assembly was both enthusiastic and of a good standard.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

While satisfactory overall, the school is working on improving its curriculum by developing links between subjects to make what is taught more relevant. There has been a strong focus on the development of literacy and numeracy. The impact of some of these initiatives has still to be seen in a track record of improved progress and teaching. Provision for those pupils identified as gifted and/or talented is at an early stage of development. However, there are strengths to be seen in pupils' outcomes as a result of provision in the arts. Themed activities and visiting artists have enabled pupils to produce work which enhances displays and the school environment. The school's promotion of enterprise activities, both within and beyond the school, is supporting well pupils' understanding of the world of work.

A key concern for the school is not what is taught but the way it is taught. In too many lessons pupils are talked at rather than questioned. There are insufficient checks on their progress and understanding on a day-to-day basis in lessons. Too many teachers make assumptions that the pupils understand what they are talking about and fail to plan for the needs of different groups and abilities in their classes. In contrast, in a Year 3 mathematics lesson on measurement, very good working relationships enabled pupils' active involvement in practical activities throughout. The needs of pupils of different abilities were met well as checks were made at each new step in learning.

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The school has a good understanding of the social and welfare needs of its pupils. There is good provision through the daily breakfast club and a family resource worker and the education welfare officer. School files confirm the constructive impact this has had on families and pupils' personal development. The school's special educational needs coordinator has a good knowledge of individual pupils and works well in partnership with their families.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school is being well led and managed by the temporary headteacher in partnership with the local authority and the school's governing body. The weaknesses in provision and outcomes are identified in the school's current improvement plan together with the actions necessary to tackle these. However, the impact of this work is still to be seen. The school knows it has to improve progress and close the gaps in performance of groups within the school compared with national expectations. There has been greater success for pupils with special educational needs and/or disabilities and some limited success in literacy. The monitoring responsibilities of subject leaders have broadened since the last inspection but have not extended fully to the analysis and evaluation of progress data. This is in the process of being remedied. School records show that regular monitoring of lessons takes place, but with insufficient focus on pupils' learning and progress. The school manages its finances satisfactorily and good attention is paid to ensuring up-to-date resources such as those for ICT. However, although value for money is inadequate the school has satisfactory capacity to improve. This is as a result of more accurate self-evaluation, more effective leadership and improved attainment.

The governing body has recently adopted all the local authority's model policies to ensure it meets fully all statutory requirements. It is currently reviewing these to adapt them to the specific needs of the school and its community. Safeguarding is satisfactory. Relevant staff training is up to date. The school monitors well the care of those pupils whose circumstances make them more vulnerable. All parents and carers responding to the questionnaire agree that the school is a safe place.

Governors show a sound understanding of the challenges the school faces. Those who are able to visit the school regularly help the governing body to set appropriate priorities for improvement. The governing body is sensitive to the needs of the school and its local community, but the school's outlook beyond this is less well developed. Through its extended services, and good partnerships with support agencies, the school does reach out to its local community.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Views of parents and carers

The proportion of parents and carers returning the questionnaire was lower than average. A small minority of the responses indicated some concern about the way the school deals with unacceptable behaviour. During the inspection inspectors found that a few pupils have difficulty in managing their own behaviour consistently well throughout the school day. They also found that the school has effective behaviour management systems for supporting such pupils, but occasionally this intervention does affect learning for a short time. A few respondents raised some concern about the progress their children are making and inspection evidence confirms this. A few expressed concern about the leadership and management of the school. The inspection found that the school's leaders are already taking satisfactory actions to resolve weaknesses confirmed by the main inspection findings.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cotmanhay Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 214 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	39	19	50	4	11	0	0
The school keeps my child safe	14	37	24	63	0	0	0	0
My school informs me about my child's progress	11	29	25	66	1	3	0	0
My child is making enough progress at this school	10	26	21	55	4	11	0	0
The teaching is good at this school	11	29	25	66	0	0	0	0
The school helps me to support my child's learning	13	34	21	55	1	3	0	0
The school helps my child to have a healthy lifestyle	12	32	24	63	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	37	20	53	0	0	0	0
The school meets my child's particular needs	12	32	21	55	3	8	0	0
The school deals effectively with unacceptable behaviour	13	34	13	34	10	26	0	0
The school takes account of my suggestions and concerns	14	37	17	45	2	5	0	0
The school is led and managed effectively	10	26	21	55	4	11	0	0
Overall, I am happy with my child's experience at this school	13	34	21	55	2	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 November 2010

Dear Pupils

**Inspection of Cotmanhay Junior School, Ilkeston, DE7 8RR**

I write on behalf of the inspection team. Thank you for the friendly welcome you gave to us when we visited your school recently. We enjoyed talking with you and listening to your views. You played an important part in helping us to understand your school. The questionnaires you filled in tell us that the very large majority of you think that your acting headteacher is doing a good job. You say your teachers look after you well and that you feel safe in school. We agree with you. You tell us that you enjoy school. Your attendance has improved and is now average. However a few of you do not attend regularly enough and when some of you return from holidays, taken during term time, you find it difficult to catch up. We encourage you to make every effort come to school each day.

During the inspection we looked at how well you are all achieving. We found that although you make satisfactory progress in science you are not making as much progress as we expect in English and mathematics. We have asked your school to make some important improvements. We have agreed a plan of action with your teachers to help you to learn better, to provide you with more challenge and give you more confidence to work on your own. Your teachers will do this by changing and developing some of the ways they plan their work and keep track of your progress. Not all of these things will be obvious to you as they will happen outside of lessons when your teachers are preparing and reviewing your work. However, you will notice your teachers will be involving you more in lessons and asking you more questions in class to check you really understand your work.

In about a year's time, another team of inspectors will pay you a visit to see how you are all getting on. As you sang so well during the Remembrance Day assembly, please continue to 'Lift your banners high.'

With best wishes for the future.

Yours sincerely

Michael Miller

Lead inspector

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