

Coalbrookdale and Ironbridge CofE Primary School

Inspection report

Unique Reference Number	123542
Local Authority	Telford and Wrekin
Inspection number	380683
Inspection dates	5–6 October 2011
Reporting inspector	Helen Morrison

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Janet Edwards
Headteacher	Sue Blackburn
Date of previous school inspection	27 September 2006
School address	Dale End Coalbrookdale Telford TF8 7DS
Telephone number	01952 386620
Fax number	01952 386623
Email address	A3315@telford.gov.uk

Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. A total of 15 lessons taught by nine teachers were seen. Meetings were held with groups of pupils, school leaders and representatives of the governing body. Inspectors observed the school's work, and looked at curriculum planning, data on pupils' achievement including their current progress, documents relating to the care and protection of pupils, plans for improvement, pupils' work and records of the school's monitoring of its performance. They also analysed 64 questionnaires that were returned by parents and carers, together with 67 from pupils and 15 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do all pupils attain and how much progress are they making, particularly in writing?
- How well does teaching ensure that all pupils make good progress, particularly in the Early Years Foundation Stage, Years 1 and 3 and throughout the school for more-able pupils?
- Have leaders and managers successfully tackled the issues from the last inspection?

Information about the school

Coalbrookdale and Ironbridge is an average-sized primary school providing for local children, though around half of its pupils come from neighbouring areas of Telford. Most pupils are from White British backgrounds and almost all speak English as their first language. Very few pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is below average. The Early Years Foundation Stage comprises a full-time Reception class.

There have been changes to the leadership team since the last inspection and it now comprises the headteacher, who was appointed two-and-a-half years ago, and two assistant headteachers.

The school has gained a number of awards including the Activemark and Arts Mark Silver and it has National Healthy Schools gold status.

An independently managed nursery, and before- and after-school care for pupils operate each day on the same site as the school. These are subject to a separate inspection and report.

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?

1

The school's capacity for sustained improvement

2

Main findings

Coalbrookdale and Ironbridge is an outstanding school which fulfils its aim to be 'a Christian school where every child matters, is valued and is able to shine'. The strong leadership of the headteacher, ably supported by senior leaders and members of the governing body, has ensured that ambition and high expectations for all pupils are the basis of the exciting and engaging curriculum. Many activities are based on real life experiences, visits and visitors and the school uses its location close to a world heritage site to promote pupils' love of learning extremely well. As a result, pupils enjoy school and it is no surprise that attendance is high. One pupil's comment is typical of many: 'I love coming to school.' An exceptionally wide range of partnerships with local schools and community groups, together with extensive international links, promote outstanding community cohesion by providing exciting learning opportunities for all pupils. These ensure they respect and value views that may be different from their own.

The school is caring and provides exemplary support for pupils whose circumstances may make them vulnerable. Links with parents and carers of the youngest children and those with special educational needs and/or disabilities are promoted effectively, and the school works with a large number of support agencies to assist families and ensure that their needs are very well met. The engagement of parents and carers in their children's learning is less effective; a small minority of parents and carers who returned questionnaires commented to inspectors that they would like more opportunities to influence whole-school initiatives and activities, and better information about what they can do to help their children make good progress.

Pupils have outstanding spiritual, moral, social and cultural development, which is reflected in their lively understanding of themselves and the world around them and their excellent behaviour. There is a strong sense of working together to help one another in school and pupils make an outstanding contribution to the wider community. Pupils have an excellent understanding of the importance of a healthy diet and its links to obesity and conditions such as diabetes.

Teaching is good and as a result all pupils, including those with special educational needs and/or disabilities and those eligible for free school meals, make good progress and achieve well. Pupils' writing skills are improving though do not yet match their skills in reading and mathematics. Progress in the Early Years Foundation Stage and Year 1 has accelerated since the introduction of a structured programme linking letters to the sounds they make, and is now good. Progress in Year 3 is

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satisfactory and actions taken to raise pupils' attainment are beginning to have an impact. The school has ensured that pupils enjoy learning by providing a good range of practical experiences. For example, pupils in Year 4 enthusiastically wrote story settings based on their first-hand experience of Edwardian education as part of the school's centenary celebrations. However, some lessons, though satisfactory, do not always provide more-able pupils with enough challenge and interest for them to progress more rapidly. Pupils across the school regularly evaluate their own learning in lessons and strive to achieve 'steps to success', although some marking is not always linked closely enough to pupils' learning targets and does not consistently tell them what they need to do to improve their work.

Good leadership underpins the school's good capacity for sustained improvement. Accurate school self-evaluation is based on detailed analysis of data about pupils' performance, which is shared with all staff so that any underachievement is identified promptly and interventions put in place to address it. As a result, the achievement of all pupils, including those with special educational needs and/or disabilities, is good.

What does the school need to do to improve further?

- Raise attainment and improve progress in writing by ensuring that:
 - more-able pupils are fully challenged in every lesson so that they always reach the high standards of which they are capable
 - teachers' marking provides pupils with consistently good advice on what they need to do to improve their work.

- Involve parents and carers more in the life and work of the school by:
 - improving the ways in which their ideas and suggestions are gathered and responded to
 - providing a better range of information to help them support their children's learning.

Outcomes for individuals and groups of pupils**1**

All groups of pupils achieve well, with pupils making fastest progress where the teaching is consistently good. For example, pupils in Year 6 responded enthusiastically to inspiring teaching by finding patterns to solve challenging mathematical problems. Pupils with special educational needs and/or disabilities make good progress because they are given personalised support during group work. Standards at the end of Key Stage 2 are consistently above average, with particular strength in mathematics, and current Year 6 pupils' work shows this has been maintained.

Children enter the school with skills that are typical for their age, and make good progress in the Reception class. Outcomes in Key Stage 1 have been average for several years, but current work in pupils' books shows that attainment has risen and is above average. Pupils' learning and progress are good in most lessons; they are

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engaged, have excellent attitudes and maintain concentration. For example, in Year 2 pupils were fascinated by the story of a boy stranded on the moon and wrote imaginatively about how he might be rescued. Occasionally, the pace of learning drops when a few more-able pupils find the work too easy.

Pupils have excellent personal development, and this is the key reason outcomes are judged outstanding. They collect for local and national charities with enthusiasm. They are eager to take on responsibilities, such as acting as monitors or members of the school council, and proud to represent the school in community and church events and celebrations. They talk animatedly about their influence on the design of the eco-garden and the school’s behaviour charter, which they helped to draw up. They enjoy taking regular exercise and many said physical education was among their favourite lessons. Well-attended after-school clubs ensure pupils enjoy a wide range of sporting activities such as cross-country running, football and basketball. Pupils know they will be listened to if they approach an adult with a concern and as a result they feel safe in school. Pupils’ strong interest in learning, above-average basic skills and increasing awareness of the world of work contribute to a good preparation for the next stage of their education and later life.

These are the grades for pupils’ outcomes

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

How effective is the provision?

In the best lessons, teachers use good subject knowledge and relate learning to everyday experiences, which enthuses pupils and captures their interest. Where lessons are satisfactory, teachers’ explanations are sometimes too long and time is

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

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not always used effectively so that pupils do not make as much progress as they could. The outstanding curriculum is enriched by memorable experiences such as those provided by visits and visitors. For example, older pupils go on a residential visit to Wales which makes a very positive contribution to their personal development. During the inspection, visitors from three European countries were present in school. These visitors helped to raise pupils’ awareness of life in communities that are very different to their own.

The school is a very caring community where pupils’ welfare is given high priority and families are well known to staff. Pupils with special educational needs and/or disabilities achieve well because they are included successfully in all aspects of school life and receive outstanding levels of care. Precisely targeted support for potentially vulnerable pupils is enabling them to become increasingly confident learners.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The drive and ambition of the headteacher and senior leaders have brought about good improvement since the last inspection. There is a good team spirit and staff are determined to provide the very best education for all pupils. Rigorous monitoring of teaching by senior leaders has led to well-targeted professional development and, as a result, teaching has improved and is now good.

The governing body holds the school to account well and fulfils its statutory duties effectively. Members of the governing body are very well informed about the life of the school and its performance and visit the school regularly to gain first-hand information. They work well with senior leaders in developing and monitoring strategic planning.

The school is committed to equality of opportunity so that additional support is provided promptly for pupils identified as underachieving, ensuring they catch up quickly. As a result, all groups of pupils make good progress. The school understands the needs of its own and neighbouring communities very well and pupils learn about different cultures and beliefs. Pupils from different backgrounds get on well together, any discrimination is tackled and community cohesion is promoted very well.

Safeguarding procedures are good with robust risk assessments and regularly-updated training for all staff. As a result, pupils are safe in school. Through teaching

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about road safety and safety when using the internet, for example, pupils gain a good understanding of how to keep themselves safe.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Reception classroom provides children with an exciting range of activities that encourage them to wonder, ask questions, explore and develop independence. Staff are skilful teachers and make learning fun, challenging children to think and work together; for example children took turns and counted accurately when finding out how many drinks were in Percy the Park Keeper’s flask. Adults make good use of a wide range of resources, indoors and out, to enhance children’s enjoyment, learning and structured play.

Children’s rates of progress have improved since the last inspection as a result of good teaching, coupled with a more exciting and challenging curriculum. Children make good progress in the Early Years Foundation Stage and start Year 1 with above average standards. Standards in writing have been lower than in other areas of learning though children’s current work shows that their rate of progress is improving as a result of the introduction of a structured programme that links sounds and letters.

The leadership and management of the Early Years Foundation Stage are good. Children's progress is monitored very effectively and recorded carefully in their 'learning journeys'. There is close teamwork between all adults and a strong commitment to helping parents and carers support children’s learning. Children are well cared for and procedures are in place to ensure that they are safeguarded effectively.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are supportive of the school, with almost all saying their child enjoys school and is helped to lead a healthy lifestyle. Almost all state that their child is kept safe and is well taught. Responses to most questions indicate that parental views are typical of those found nationally. A small minority of parents and carers commented that they felt the school could do more to recognise their views and wanted more prompt information to help them support their child’s learning. Inspectors found that staff welcome parents and carers to talk about any concerns about their child’s learning and progress at the beginning and end of each day as well as during termly parents’ and carers’ evenings but some opportunities to consult them over whole school matters are missed. A few parents and carers said they would welcome electronic means of communicating with them and inspectors found that these are under used.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Coalbrookdale and Ironbridge CofE Primary 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	59	25	39	1	2	0	0
The school keeps my child safe	27	42	34	53	3	5	0	0
The school informs me about my child’s progress	21	33	31	48	10	16	1	2
My child is making enough progress at this school	17	27	37	58	7	11	0	0
The teaching is good at this school	32	50	25	39	3	5	0	0
The school helps me to support my child’s learning	17	27	35	55	7	11	3	5
The school helps my child to have a healthy lifestyle	27	42	35	55	0	0	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)	21	33	30	47	2	3	0	0
The school meets my child’s particular needs	23	36	30	47	6	9	1	2
The school deals effectively with unacceptable behaviour	19	30	34	53	6	9	0	0
The school takes account of my suggestions and concerns	18	28	33	52	7	11	2	3
The school is led and managed effectively	19	30	34	53	5	8	2	3
Overall, I am happy with my child’s experience at this school	29	45	30	47	5	8	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



7 October 2011

Dear Pupils

Inspection of Coalbrookdale and Ironbridge CofE Primary School, Telford, TF8 7DS

Thank you for welcoming us to your school and showing us what you are learning. We really enjoyed talking to you, sharing your lessons and reading your questionnaires. We agree with you that yours is an excellent school. Here are some of the reasons why.

- Your teachers care for you and look after you well.
- You behave extremely well around school and get on really well together.
- You make good progress and by the end of Year 6 you reach standards that are higher than those of most eleven-year-olds.
- You come to school every day because you enjoy exciting activities.
- You are exceptionally good at helping the school to run smoothly as well as finding ways to help people in need.
- You have an excellent understanding of how to keep fit and healthy.
- You enjoy meeting people and learning from visitors to your school.
- You have excellent links with the local community and the church and know a lot about people in other places who have different cultures and customs.

In order that your progress gets even faster we have asked your headteacher, staff and the governing body to do the following.

- Make your writing even better by ensuring that those of you who are capable of reaching high standards always have challenging work to do and by helping you all to know what you need to do next to improve your work.
- Find more ways to learn what your parents and carers think about school so they can help decide the things you do there and help you to learn even more quickly.

You can help by continuing to try to do your best at everything you do.

Yours sincerely

Helen Morrison
Lead inspector

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