

Ironville and Codnor Park Primary School

Victoria Street, Ironville, NG16 5NB

Inspection dates

16–17 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards in writing and mathematics are broadly average, but a minority of pupils do not make enough progress in mathematics in Key Stage 2 and writing is a notable weakness in Key Stage 1.
- Teaching requires improvement. Not enough is good, and some lessons move too slowly to ensure pupils make the progress they are capable of.
- Marking does not always show pupils how well they are doing or how to improve their work, particularly in mathematics.
- Teachers do not always plan activities in lessons that are matched closely to each pupil's needs and ability level, so some pupils are not moved on quickly enough in their learning.
- Leadership and management require improvement. The way leaders, managers and governors plan for school improvement is not precise enough to ensure it has the desired impact on raising standards.

The school has the following strengths

- The school is getting better because leaders and managers are doing the right things to bring about improvements in teaching and achievement.
- By the end of Year 6, pupils' attainment in reading is above average.
- There is a strong team spirit among the staff, who are all committed to improving the school.
- The way subjects are organised gives pupils stimulating experiences that encourage their interest and enjoyment.
- Pupils behave well, and relationships among pupils and with staff are good.
- There is a strong family atmosphere because care for pupils' safety and well-being is given a high priority.

Information about this inspection

- The inspector observed teaching in all classes from Reception to Year 6, and in doing so visited eight lessons and group teaching sessions. All lesson observations were carried out jointly with a headteacher. He also heard pupils reading.
- Pupils, teachers, the two headteachers, representatives of the governing body and a local authority officer had discussions with the inspector.
- The inspector examined information on pupils' attainment and progress and the work in books of current pupils, including those in Years 5 and 6.
- He also examined a range of documents, including those relating to the school's self-evaluation and improvement planning.
- The small number of views of parents and carers were taken into account using the online Parent View survey. The views of parents and carers were also sought at the start of the school day.

Inspection team

David Edwards, Lead inspector

Additional Inspector

Information about this school

- The school is much smaller than the average primary school.
- The proportion of pupils known to be eligible for additional support through pupil premium funding is significantly above average.
- The proportions of disabled pupils and those who have special educational needs supported by school action, and by school action plus or through a statement of educational needs, are above average.
- The majority of pupils are of White British heritage, and there are very few pupils from other ethnic backgrounds. Very few pupils speak English as an additional language.
- There is a children's centre on the school site. This is not managed by the governing body, and is inspected and reported upon separately.
- More pupils join or leave the school partway through the year, or in different year groups, than in most other primary schools nationally.
- There has been a high turnover of staff in the last two years, including the appointment of a headteacher partner.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching so it is consistently good or better by ensuring that:
 - teachers plan and provide activities in all lessons that are suitably demanding for pupils at all ability levels
 - all lessons have a sustained, brisk pace to accelerate pupils' progress
 - better checks on learning take place in lessons so that work can be adapted as required
 - pupils have more opportunities to regularly undertake practical, real-life problem solving activities, which require them to use and apply their mathematical skills
 - teachers' marking in mathematics is consistently clear and directs pupils to their next steps in learning
 - consistent use of success criteria in mathematics helps pupils to judge how well they are doing and how they can improve their work.
- Improve pupils' writing skills throughout the school by:
 - further developing their speaking and listening skills
 - developing the use of language, grammar and punctuation to enhance the quality and accuracy of pupils' writing.
- Improve leadership and management by including precise success criteria in school development planning so that leaders, managers and governors can accurately gauge the ongoing progress and effectiveness of the initiatives.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement. Inconsistent progress in different year groups means that pupils are not developing their key literacy and numeracy skills well enough to reach the standards they are capable of by the time they leave at the end of Year 6.
- Children's skills and abilities on entry to Reception are typically below average, particularly in communication, language and literacy. Better leadership of the Early Years Foundation Stage, recent changes to the classroom and outdoor learning areas, and improved teaching of early reading skills are now helping children to make good progress from the start of their primary school education.
- Standards in reading and mathematics are broadly average by the end of Year 2, but writing standards are not rising quickly enough in Key Stage 1. This is because teachers are not doing enough to overcome the weaknesses in pupils' speaking and listening skills and in their grammar, punctuation and language.
- Overall standards in English and mathematics by the end of Year 6 are broadly average. The proportion of pupils making progress at the expected rate has improved, particularly in English, but some pupils are still not making enough progress in mathematics. Some pupils fall short of their progress targets.
- The school's results in the Year 6 national tests in the last two years, and the information that the school keeps about each pupil's progress, show that rates of progress are getting better. In recent years, the more-able pupils made insufficient progress during their time in Key Stage 2, but the 2012 test results in reading and writing were above average in attainment at Level 5 (the higher National Curriculum level for Year 6 pupils). This means that more pupils in this group are beginning to achieve the levels they are capable of.
- Current information on pupils' progress shows that an overall trend of improvement is continuing. This was confirmed by pupils' current work in English and mathematics and in discussions with pupils, who know their targets for improvement well.
- Disabled pupils and those who have special educational needs, and those for whom the school receives support through pupil premium funding, generally match the attainment of similar pupils nationally. They do not do as well as pupils not in these groups, but the gap in attainment is narrowing in both English and mathematics. The support for these pupils is closely matched to their identified needs.
- Reading is the strongest area of pupils' performance. By the time they leave school, many pupils read well. In 2012, half of the Year 6 pupils reached Level 5. Improved approaches to the teaching of letters and the sounds they make (phonics) are improving the progress of younger pupils and helping those who are less confident to read unfamiliar words.

The quality of teaching

requires improvement

- The high turnover of staff in the last two years has made it difficult for leaders to establish and sustain consistently good teaching throughout the school, and this has had a detrimental impact on learning and progress. Several initiatives have not yet had a full impact on raising teachers' performance, but important gains are reflected in the pupils' improving progress.

- Teaching in the Early Years Foundation Stage is improving. Leaders set a good example to other staff and this has already established a consistent approach to teaching and learning that benefits the children at this early point in their school life.
- Teachers make clear to pupils their suitably high expectations for behaviour, and consistently apply effective procedures for promoting good behaviour. This is particularly helpful for pupils who find school challenging. As a result, most lessons proceed at a good pace. Where the pace of teaching is too slow or teachers talk too much, the pace of learning slows. Most teachers ask searching questions so they know how well pupils understand their work.
- Where teaching is at its best, tasks and activities are set at exactly the right level for all pupils. Success is within pupils' reach, but they have to work hard and think hard to succeed. Pupils are required to work and seek out information on their own, but the teacher is never far away, guiding, redirecting and keeping the impetus of learning high. This was demonstrated in a good Key Stage 1 lesson on teaching letters and the sounds they make (phonics). The teacher involved pupils in assessing their own learning and a concentration on speaking and listening skills ensured pupils made good progress. As yet, not all teaching is of this quality and, in some lessons, teachers do not assess pupils' ongoing progress carefully enough.
- The comments teachers make in pupils' books generally strike a good balance between praise and constructive feedback on how to improve. There is clear evidence that pupils are regularly required to act on such feedback and, in doing so, reinforce learning. This is particularly effective in English, but is not consistent in mathematics.
- Some teachers are beginning to use more practical problem-solving approaches to the teaching of mathematics using real-life situations. This enables pupils to extend their understanding by talking through their mathematical reasoning. When teachers make clear what pupils have to do to succeed, this is helping pupils to better understand their work and how to improve it. Leaders are promoting this way of teaching throughout the school, but the practice is not consistent in all year groups.
- Support is good for pupils at risk of underperforming, including disabled pupils and those who have special educational needs. The role of additional adults in the classroom is carefully planned, as is the purpose of any extra teaching or guidance that these pupils receive. As a result, the progress of these pupils is improving.

The behaviour and safety of pupils are good

- Pupils behave consistently well in lessons and around the school. They happily take responsibility for their own behaviour. This makes a positive contribution to their spiritual, moral and social development. They have positive attitudes to school that add to the quality of their learning. Pupils' comments include: 'Teachers treat us with respect at Ironville and so do other children. Teachers make learning fun and we are proud of our school.'
- In class, pupils are attentive and respond well to teachers' expectations. They take part enthusiastically in all activities and make a real effort to succeed. At play, they are lively and energetic but show consideration for others. Inspectors saw no behaviour that could cause harm or upset.
- Pupils say that they feel safe and well cared for in school. The school has invested heavily in additional security for the school site. Pupils know this and appreciate what has been done for

them. Safeguarding procedures meet all current requirements. Parents and carers say that behaviour is good, and praise the school's approach to ensuring their children's safety.

- Pupils have a good knowledge of what constitutes unsafe situations in all aspects of their daily life. They appreciate and know how to deal with the dangers posed by using the internet, social networking sites and mobile phones, and are well aware of the threats that drugs, alcohol and smoking pose to their health and well-being. The school teaches them good strategies so that they can avoid placing themselves in unsafe situations.
- Pupils, parents and carers expressed no concerns about bullying. Pupils understand the nature of bullying of many kinds, but say that in this school it is rare. They have confidence in teachers and other adults to deal with any such incidents, should they occur. The work of the pupils' anti-bullying committee has set a good example for all pupils and raised their awareness about how bullying harms pupils emotionally.
- The school has worked closely with the support of the educational welfare service to improve attendance, which has risen to broadly average over the last two years. It has responded assertively and effectively to unauthorised absences, particularly where these are persistent. The school also promotes regular attendance through weekly incentives and rewards.
- The importance of caring for each other, being respectful and working together is reinforced in assemblies and other regular routines from the time the children join the school.

The leadership and management

requires improvement

- The headteachers and senior leaders regularly undertake formal lesson observations, so they know where the strengths and weaknesses in teaching lie. They have introduced a coaching and mentoring programme in an effort to secure consistently good teaching throughout the school. All inadequate teaching has been eradicated and there is more good teaching, but teaching requiring improvement is slowing pupil progress and there has not been consistently good pupil achievement.
- The appointment of a headteacher partner in 2011 has strengthened the school's leadership and the determination to continue the drive for improvement. High expectations are communicated to all staff and a very strong sense of teamwork is evident.
- Leaders have done much to improve the behaviour of pupils who find school life difficult and to remove barriers to learning. The procedures for managing behaviour have become increasingly effective, as have the systems for identifying and helping pupils at risk of underachieving. Additional adult support in lessons and work with behavioural specialists has had a real impact on these pupils. These systems have created a safe and caring environment in which pupils are nurtured and equal opportunities are promoted for all, but now also appropriately have a strengthening focus on pupils' academic achievement.
- The progress that teachers and leaders make towards their individual targets is discussed regularly with the headteacher, providing a suitable basis for salary progression. Any underperformance is identified and relevant opportunities are given to staff to develop their professional skills through training, including partnerships with local schools.
- Leaders' own judgements of the school's performance are honest and accurate, and the right priorities for improvement are incorporated into their development planning. However, the plans are imprecise about what will count as success, especially in relation to pupils' achievement.

- Leaders' success in tackling the improvement issues identified in the last inspection, and the quality of ongoing actions to further that improvement, indicate a secure capacity to sustain the drive to create a better school.
- The revised curriculum is another area of success for the new leadership team. This is now firmly based on the teaching of key skills in English and is enriched well by a wide variety of special events, visits out of school and residential experiences. However, teaching in mathematics requires improvement to bring about good achievement in this subject
- Pupils' spiritual and cultural development is nurtured through work in music, modern foreign languages and the arts, along with a link with a school in Germany and visits to places of worship. Good opportunities for self-reflection and discovery add to this dimension of pupils' development.
- Social and moral development is promoted regularly through opportunities to learn about local heritage and global issues, and through clearly defined boundaries of what is right or wrong. This is exemplified in the work of the school's anti-bullying committee, where pupils lead on promoting care and concern for each other in assemblies and their determination to show others the harmful effects of discrimination, in whatever form it takes.
- The local authority's support for the school over recent years has been effective. Although leadership and management are strengthening, and in many respects leaders are doing all of the right things, the local authority has correctly decided to maintain a medium level of support for the foreseeable future, with mathematics being a central focus.
- **The governance of the school:**
 - is effective in creating a safe and secure school site and ensuring that all other safeguarding requirements are met
 - is instrumental in strengthening the school's leadership and teaching teams and checking with the senior leaders on the quality of teaching and the appraisal of teachers' performance, which is improving
 - has the skills and confidence to hold the school to account for its actions
 - has improved since the last inspection
 - is aware of its responsibility to use financial resources such as pupil premium funding wisely, and holds the school to account for how well this is helping pupils to improve their work and attainment.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112495
Local authority	Derbyshire
Inspection number	401273

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Sally West
Headteacher	Lesley Bowmar and Jean Ennis
Date of previous school inspection	4 March 2010
Telephone number	01773 602936
Fax number	01773 602936
Email address	info@ironvillecodnorpark.derbyshire.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

