

# Ivy Lane Primary School

Ivy Lane, Chippenham, Wiltshire, SN15 1HE

**Inspection dates** 17–18 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and governors have high ambitions for the school.
- All members of the school community are committed to meeting the needs of all pupils, particularly those that may require additional support. The school has established a strong team for this purpose.
- The school welcomes all pupils and supports any that find it difficult to fit in. As a result, there are very few exclusions from the school.
- The school has taken robust action to improve attendance and this has been very effective.
- Teachers skilfully use major events and community resources to plan interesting lessons for the pupils.
- Pupils make good progress in their learning and achieve well due to the good quality of teaching and support they receive. They understand how well they are learning from the high quality marking by teachers.
- Senior leaders, managers and governors have good plans for improvement and these are carefully implemented and checked. As a result, the school has a secure capacity to improve in the future.
- Pupils behave well and are polite and caring.

### It is not yet an outstanding school because

- Teaching is consistently good, but does not display many outstanding features.
- Teachers do not always check pupils' progress and adjust their plans where necessary.
- Teaching does not always provide enough opportunities for pupils to develop their spoken language skills.

## Information about this inspection

- The inspection team observed 19 lessons, three of which were jointly observed with senior staff.
- Inspectors heard pupils read, attended assembly and observed teachers and teaching assistants working with small groups of pupils to support them in their learning.
- Meetings were held with members of staff, the Chair of the Governing Body and three other governors, and a representative of the local authority. The team listened to the views of pupils in lessons, during playtime and after school.
- The views of parents were ascertained by analysing 87 responses posted on the online questionnaire (Parent View). In addition to this, inspectors examined letters from parents, evaluated their views in a school questionnaire and talked to a number of parents after school.
- The inspectors scrutinised work in pupils' books and analysed a range of documents, including the school's own data on pupils' current attainment and progress. They also took account of the school's own evaluation of its performance, school improvement planning, documentation relating to teachers' performance over time and records relating to safeguarding.
- An analysis of the staff questionnaire (24 responses), together with an ongoing dialogue with teachers and teaching assistants, gave the inspectors an insight into the views of the staff.

## Inspection team

Tom Morrison, Lead inspector	Additional Inspector
Gordon Jackson	Additional Inspector
Fiona Robinson	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is similar to the national average.
- The proportion of pupils eligible for the additional funding known as the pupil premium is above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress by the end of Year 6 in English and mathematics.
- Both the headteacher and deputy headteacher started in post in September 2012. All members of the leadership team are new to their role in this school during the last two years.
- More than half of the teaching staff have joined the school in the past two years.

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

- Improve teaching from good to outstanding by:
  - ensuring lessons consistently provide enough opportunities for pupils to develop their spoken language skills
  - making sure all teachers consistently check pupils' work effectively in lessons and use the information gained to adjust their plans if necessary.

## Inspection judgements

### The achievement of pupils is good

- The proportion of pupils making the expected progress in reading, writing and mathematics was higher in 2013 than in 2012. Although the proportion of pupils making more than expected progress remained lower than national. Attainment in reading, writing and mathematics has been similar to national averages for the past two years.
- When children enter the Reception Year their mathematical ability is similar to that which is expected for their age. However, their reading and writing skills are less well developed. Children make good progress during this year due to well managed provision and carefully planned and targeted activities.
- The school works hard to improve pupils' reading skills by building up pupils' understanding of phonics (linking letters with the sounds they make) during Key Stage 1. A higher proportion of pupils achieve the acceptable standard in the Year 1 phonics check. Higher proportions than national reach the standard in Year 2. Attainment in Key Stage 1 has been rising for the past three years.
- The school's current data show that pupils are making better progress than expected in most year groups and subjects, and that the most-able pupils are making faster progress.
- The gap in attainment between those pupils eligible for the pupil premium and other pupils at the end of Key Stage 2 in reading, writing and mathematics is closing. In reading and writing these pupils are presently about year behind other pupils in the school, whereas in mathematics they are about six months behind. However, the gap is less than it was in 2012. Analysis of data for all current year groups shows that this gap is now closing.
- Disabled pupils and those with special educational needs achieve as well as their peers at Key Stage 2 and in the Year 1 phonic screening check. They had a lower attainment than other pupils at the end of Key Stage 1 (Year 2), but analysis of the Year 3 data shows that they are catching up.
- The school has strong processes for monitoring pupil progress, and for using outside agencies, including the local authority, to check the accuracy of these judgements. This means that parents and carers can be confident in the information that the school gives them about their children.

### The quality of teaching is good

- Consistently good teaching enables pupils to make good progress across all subjects. Teachers have high expectations of pupils and plan lessons that excite them and help them learn. However, inspectors saw few features of outstanding teaching. In particular, there were some lessons where progress would have improved had teachers checked the pupils' work more effectively and adjusted their plans.
- The marking of pupils' written work is a strength of the school. All teachers mark pupils' work regularly using the school's agreed policy. The pupils understand the feedback they get and inspectors could see that this marking and pupils' response to it was helping pupils to learn more.
- Children in the Reception Year make good progress because teachers ensure that they are provided with a range of interesting activities designed to help them to learn. Teachers and teaching assistants work closely with children to move their learning forward.
- Teaching assistants have a good range of skills and the good communication with teachers means that pupils in all year groups are well supported in their learning. Inspectors observed good interaction between teaching assistants and pupils in lessons.
- The school makes good use of data about pupils and their progress to plan sessions outside of class for those pupils who require extra help with their learning. Teachers use this data to ensure that the most-able pupils have work that they find enjoyable and challenging.

- The good quality teaching, careful monitoring of pupil learning and well planned interventions mean that pupils who are disabled or who have special educational needs, and pupils for whom the school receives additional funding, make good progress in their learning.
- From listening to pupils read, and from examining records of pupil progress, inspectors could see that reading is well taught in the school. The school has bought new reading books and encourages parents and carers to read with their children regularly as this really helps them to develop their reading skills. The 'birthday book' scheme is an effective way of building a love of reading and well liked by pupils.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good.
- In lessons, pupils consistently show good behaviour and attitudes to their learning. There were few instances in observed lessons of pupils not concentrating well on their work and these did not affect the other pupils. The pupils are usually quick to respond to teachers and in one lesson the class was so well managed that they became quiet for the teacher without any spoken request. Pupils are polite to visitors and have been commended for their behaviour when on trips.
- All pupils are provided with equal opportunities to succeed and discrimination of any kind is not tolerated. The school has worked very effectively to improve the behaviour of a small number of children who have complex social and emotional needs. This has meant that there have been a small number of occasions where pupils have been excluded from school.
- Attendance has improved strongly over the past three years and is now better than the national average. The number of pupils who miss substantial amounts of time has fallen significantly and is now very low. Punctuality is good. School staff work very effectively with parents and pupils to promote good attendance. Parents report that it is very easy to approach the school with any concerns that they may have, and that the school is very quick to respond to these.
- Bullying is rare, and any incidents are well tackled by the school. The school uses assemblies, circle time and focused lessons to foster good relationships and create a climate where discrimination is not tolerated. Staff are well trained to respond to this or any other more serious concerns. As a result, parents and pupils are not concerned about bullying. Pupils are well briefed on e-safety and cyber bullying by staff, and the school continues to encourage parents to attend sessions or briefings on this topic.
- The school's work to keep pupils safe and secure is good.
- The school has frequent visits to lessons and assemblies from safety organisations and the police. Fire drills, health and safety briefings for school trips, emergency evacuation plans, road safety training for walking, cycling or using scooters are some of the measures the school uses to ensure pupils are safe.
- The school site is checked regularly to ensure that it is safe. Space in some areas is limited and careful consideration is needed to ensure that pupils have the room to play safely together in both playgrounds. The school uses a 'Buddy Stop' system at break and lunchtime, where older pupils support younger pupils to join games and make friends if they are isolated, which contributes to a safe and happy environment.

### **The leadership and management** are good

- The headteacher and governors have high aspirations for all members of the school community and have a strong vision for the continued improvement of the school. The headteacher has ensured that any aspect of the school's effectiveness that is lower than it should be is quickly rectified. He has led by example and this has meant that staff are very supportive of the leadership team and their plans for the school, as shown in the staff survey.
- The school leadership team has been together over the past two years and has improved its

effectiveness over that time. Half of the teachers joined the school in the past two years. The new headteacher took the decision to buy in to Wiltshire local authority's improving schools programme in order to provide an external view of the work of the school. This has really helped the school to improve quickly. During this time the quality of the data analysis and rigour of monitoring have improved. They are now very effective in helping to raise standards in the school.

- The school has established a strong team of staff who provide early intervention and support to pupils, especially those at risk of poor progress. These staff have built up strong relationships with the parents of these pupils and this has resulted in their improved progress.
- School self-evaluation is accurate and rigorous. Leaders use this information to design and implement effective improvement plans and quickly adjust these when circumstances change. The leadership and management of teaching are strong, with rapid response to any lower performance by teachers, coupled with good support and training by effective subject leaders. As a result, teaching is now consistently good.
- The school's curriculum is broad and balanced and promotes pupils' spiritual, moral, social and cultural development well.
- The school has increased the number of after-school sports clubs and improved staff skills using the additional government funding for primary school sport. There has been an increase in the number of pupils taking part in sport, but it is too early to assess the impact this has had on the health and welfare of pupils.
- School policies, such as the marking and feedback policy, are carefully monitored and this has ensured that they are followed by all staff. This has been effective in addressing the school priority of improving literacy, but is not so useful for marking mathematics and other subjects.
- **The governance of the school:**
  - Governors are heavily involved in the life of the school, make regular visits to monitor improvements and are now strong in holding senior leaders to account. They have improved their committee structure to provide better focus on specific areas of governance and now lead the process of regular school reviews.
  - Governors have a good range of skills and experience and seek regular training. This has enabled them to have a good understanding of the issues facing the school and to monitor rigorously the performance of the school. Financial decisions are carefully considered and the budget is managed well.
  - The governors monitor the arrangements to tackle underperformance in teaching and reward good performance. They have a good understanding of the quality of teaching and the progress of pupils through the improved data analysis that is provided for them.
  - Governors have made sure that the additional funding known as the pupil premium has been spent well. A wide range of interventions for pupils entitled to extra support from this funding has successfully improved their attendance, emotional well-being, literacy and numeracy.

## 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

<b>Unique reference number</b>	126181
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	443895

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julie Rogers
<b>Headteacher</b>	Mr Chris Cannings
<b>Date of previous school inspection</b>	16–17 March 2010
<b>Telephone number</b>	01249 652556
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