

# Ironville and Codnor Park Primary School

Victoria Street, Ironville, NG16 5NB

## Inspection dates

16–17 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Plans drawn up by leaders and governors have not improved the quality of teaching and raised pupils' achievement quickly because they have been hindered by staff changes.
- Methods used by leaders to check on the quality of teaching do not link sufficiently well to the school's priorities and training for staff.
- The quality of teaching varies. Not all teachers have high enough expectations of what pupils should achieve, nor do they match work well to the range of ability in the class.
- Pupils do not make enough good progress in the Reception Year or in Key Stage 2 to reach their full potential.
- There are not enough opportunities for pupils to develop their vocabulary through speaking and listening.
- In mathematics, pupils' progress in lessons slows because they do not have quick recall of number facts. They do not use their mathematical skills widely in a range of subjects.

### The school has the following strengths

- Improved links with parents are helping to raise levels of attendance and pupils' achievement.
- Interesting activities motivate learning and promote pupils' spiritual, moral, social and cultural development well.
- Pupils have positive attitudes to their learning. They show tolerance to each other and say they feel safe. Staff promote good relationships.
- Pupils make good progress in Key Stage 1 and do well in their learning about letters and sounds (phonics).
- Teachers' marking makes sure that pupils know how well they are doing and how to improve. The progress made by every pupil is checked regularly by leaders.

## Information about this inspection

- The inspector observed six lessons and some teaching of groups of pupils. Four observations were carried out jointly with one of the partner headteachers. Eight members of staff were seen teaching.
- The inspector looked at samples of work from all age groups, spoke to pupils about their work during lessons and listened to pupils read.
- The inspector held meetings with pupils, members of the governing body, leaders, staff and a representative of the local authority.
- The inspector was unable to take account of the response to the online questionnaire, Parent View, as numbers were too small to show results. However, the inspector took account of responses to a recent questionnaire for parents conducted by the school. The inspector analysed responses from the 16 questionnaires completed by school staff.
- The inspector observed the school's work, looked at progress and attendance information, improvement plans, evidence of the monitoring of teaching and documents relating to safeguarding.

## Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- Most pupils are White British.
- A well above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding to support disadvantaged pupils.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is well above average.
- In 2013, the school met the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- An above-average proportion of pupils join or leave the school at other than the normal times during the school year.
- Since the previous inspection, the school has experienced staff and leadership changes. There are two partner headteachers, one of whom retired in January 2014. She was replaced by a long-standing member of staff who took up post as a partner headteacher in September 2014.
- The school shares its site with a Sure Start children's centre. This provision is inspected and reported upon separately.

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

- Improve the quality of teaching by making sure that teachers:
  - make their expectations clear so pupils know what they must achieve in a given time
  - match work accurately to the range of ability in the class and extend the learning of the more-able pupils, especially in the Reception class and Key Stage 2 classes.
- Raise achievement in English and mathematics by:
  - giving pupils, including children in the Reception class, more opportunities to widen their vocabulary through speaking, listening and discussion
  - making sure that pupils acquire quick mental recall of number facts and use their mathematics across a range of subjects.
- Improve the effectiveness of leadership and management and make sure that all staff know how to improve their work by setting performance targets for them that are linked to the school's priorities and supported by relevant training.

## Inspection judgements

### The leadership and management

### requires improvement

- Since the previous inspection, plans for improvement have not had sufficient impact on raising the quality of teaching and pupils' achievement. This is because the school has been through a period of staff changes which have hindered plans to move forward. There has been too little time to see the effect of some of the new methods of teaching and learning that have been introduced recently.
- Methods used by leaders to check on the quality of teaching do not link well to the priorities identified by the school or focus on the learning of specific groups of pupils, including the more able. Staff performance is checked regularly and performance targets are set, but staff do not always have a clear indication of how to improve their work or what training they will receive to help them.
- The partner headteachers are dedicated to moving the school forward. They, and governors, are realistic about how well the school is doing and know what needs to improve. Leaders have successfully raised pupils' attendance and developed good communication with parents, giving them the opportunity to become more involved in their children's learning. Leaders value the efforts of staff and pupils, and they foster positive relationships well.
- Leaders have determinedly raised the standards pupils reach in learning about letters and sounds, which are now broadly average. They have reorganised the ways in which pupils learn and ensure that new resources and staff training are effective in helping pupils to do well. New and consistent ways to teach spelling have been introduced but have not been in use long enough to measure their impact on pupils' achievement.
- Some subject leaders are too new to their roles to have a full understanding of the quality of teaching and learning in their subjects. They are being suitably prepared through working with external education consultants. The school is adopting new systems to help it to assess how well pupils are doing as the new primary curriculum is implemented. Effective support from the local authority has helped to improve teachers' marking and to establish regular meetings to discuss pupils' progress.
- Leaders check the progress made by every pupil, including disabled pupils and those who have special educational needs and pupils supported by the pupil premium funding. They use additional funding and the information on pupils' progress well to give extra help to those who need it, including those who join midway through the school year. Although there is some variation in the amount of progress these pupils make, the school's information shows that gaps in performance are closing because of the extra support they receive. Leaders carefully consider class sizes and organisation in order to give all pupils equal opportunity to succeed.
- Leaders make sure that pupils receive a wide range of experiences to develop their understanding of belonging to modern Britain and to promote spiritual, moral, social and cultural development. For example, during the inspection, pupils talked excitedly about trips to various places of worship and other schools to help their understanding of others. They visit places of interest while studying topics which bring different subjects together. This promotes enjoyment and creativity.
- Good behaviour and tolerance of others from different backgrounds and faiths are strongly promoted. Pupils are expected to contribute to the school community by taking on a range of responsibilities. The primary school sport funding is developing staff expertise and improving pupils' skills by increasing participation in sports activities.
- **The governance of the school:**
  - Governors undergo the necessary training to carry out their duties fully. They make sure that those joining the governing body are clear about their roles. They are supportive of the headteachers and staff but ask the right questions to hold the school to account. For example, they questioned whether enough time was given to pupils' learning in the mornings. As result, assembly times have been changed. Governors are linking the purpose of their visits to the school more closely to the school's

priorities. They are well informed about the quality of teaching and how good teaching relates to good achievement. They have established that teachers' pay should be linked to the progress pupils make. Governors check the performance of the headteachers and monitor the impact of the pupil premium and sports premium spending. They are at the early stages of checking the implementation of the new National Curriculum and the school's chosen assessment methods. Governors have strong links with the local community and engage well with parents. The governing body makes sure that safeguarding arrangements meet requirements.

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

- Pupils are keen to do well and are proud to receive stickers for good work and effort. They are attentive in lessons and say they enjoy their learning. They value the trips and visits that the school organises and recognise how these help their understanding of different people and places. They say the coaching they receive in sports and games is 'awesome and really fun'.
- The behaviour of pupils is good and is well managed by staff, who insist that pupils show the same good level of behaviour towards all adults in school. Pupils are tolerant towards those who find it difficult to behave well and say that the school does all it can to help them. The school's records show a range of ways to encourage good behaviour, leading to improvement over time for those pupils who need help with conforming to the school's expectations.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and well cared for. One commented, 'This school provides all the safety we need.' Pupils talk sensibly about bullying and recognise the different forms it can take. They know how to keep themselves safe, especially when using the internet, because of the guidance they receive from the school. They are proud to be part of the 'Anti-bullying Committee', helping to sort out any problems.
- Pupils' involvement in school life has a positive effect on their spiritual, moral, social and cultural understanding. They are very willing to try out new things and take on responsibilities within school, which they say they love to do. They like showing visitors around and making decisions on the school council, aiding their understanding of democracy and fairness.
- Attendance is average. It is on an upward trend, and the numbers of pupils who stay away frequently is reducing markedly. The school's work with families, the children's centre and other agencies, is improving punctuality and helping parents to understand how poor attendance affects their children's learning.

### **The quality of teaching** requires improvement

- Teaching lacks consistency. Not all teachers expect enough of pupils. They do not make clear what pupils should achieve in a given time. As a result, even though their attitudes to learning are good, pupils do not always make the best possible progress in lessons because time is wasted and they do not always finish their work. There is some variation in how well teachers promote speaking, listening and number skills.
- Teachers do not use fully the information they have on pupils' progress and attainment to make sure that they give pupils work that is well matched to their ability. As a result, for some pupils, the work is too hard and for others it is too easy. The work given to the more-able pupils does not always build sufficiently on what they already know and can do.
- Staff have good relationships with pupils and offer plenty of praise and encouragement. They manage behaviour well. They make sure that activities engage pupils interest and motivate them to learn. For example, during the inspection, pupils in Year 1 and Year 2 tried out some games from the past to enhance their learning about toys. In Key Stage 1, teachers match work well to the range of ability in the class and have high expectations of what pupils should achieve.
- The ways in which staff link learning to real-life aids pupils' understanding. During the inspection, pupils in Year 4 and Year 5 made good progress in rounding up numbers when working out the prices of items. They enjoyed the activity because their teacher linked it to real-life shopping. Work on display illustrates

imaginative links between subjects. For example, a topic on Brazil developed pupils' skills in art, writing, geography and physical education.

- Teachers' marking has improved since the previous inspection. In English and mathematics, teachers mark work regularly and make sure that pupils know how well they are doing and how to improve. They expect pupils to respond to their marking and to correct their work. Staff pick up any misunderstandings during lessons and make sure that pupils are on the right track.
- Teaching assistants help pupils of all abilities, including disabled pupils and those who have special educational needs. They play a major role in working with individuals, including newcomers and those who struggle, to build their confidence, improve behaviour and further their skills in reading, writing and mathematics.

### The achievement of pupils

requires improvement

- Achievement requires improvement because there is variation in the amount of progress pupils make. This means that not all pupils are doing well enough to reach the standards of which they are capable.
- Children start in the Reception class with abilities that are below those expected for their age. The progress they make is not quick enough to make sure that they reach a good level of development by the end of the Reception Year.
- Although pupils do well to reach average standards by the end of Year 2, the good progress they make in Key Stage 1 is not sufficiently sustained during their time in Key Stage 2. By the end of Year 6, pupils reach average standards in reading, writing and mathematics but a below-average proportion make good progress in these subjects.
- Pupils do not always have enough opportunities to extend their vocabulary through speaking, listening and discussion. In mathematics, they do not acquire secure number facts or use mathematics frequently enough in a range of subjects.
- The 2013 test results and the school's information for 2014 shows that, by the end of Year 2, more-able pupils reach the expected levels. By the end of Year 6, not enough more-able pupils make the progress they should. This is because they are not always set work that is well matched to their abilities. These pupils say they like work that challenges them but sometimes 'It is too easy.'
- The school's information shows that progress is accelerating. More pupils are doing well in writing because the school makes sure that they have interesting subjects to write about. Boys are doing better than previously because they are 'fired' to write. For example, during the inspection, boys in the Year 5 and Year 6 class were keen to list the features of their favourite gadgets and devices in preparation for more lengthy writing. The most-able pupils in Year 6 are on track to attain the high Level 6 by the end of the year.
- Disabled pupils and those who have special educational needs make progress in line with their peers. Some make particularly good progress towards their personal goals because they receive extra help that aids their self-confidence and academic achievement. Leaders establish good links with parents and prepare these pupils well for the move to the secondary school.
- Pupils who join midway through the school year settle well and make similar progress to their classmates. Those with lower starting points who join midway through a key stage do not always have sufficient time to catch up. As a result, they do not all reach the same levels of attainment as their classmates by the end of the key stage.
- In 2013, the Year 6 test results show that the attainment of disadvantaged pupils was below that of their classmates. In reading, they were four terms behind their peers, and they were two terms behind other pupils nationally; in writing, they were two terms behind their peers and more than one term behind other pupils nationally; in mathematics, they were nearly four terms behind their peers and nearly two

terms behind other pupils nationally. The school's information for 2014 shows that, although rates of progress remain variable, gaps are closing and disadvantaged pupils' attainment has risen to be within a term of their peers.

### The early years provision

requires improvement

- The Early Years provision in the Reception class requires improvement because children do not achieve well enough in all areas of learning from their below-average starting points. As a result, not enough children are well prepared for their learning in Year 1 because they do not make quick enough progress in reading, writing and mathematics.
- Leaders are aware that teaching requires improvement in order to raise children's achievement. During a time of temporary staffing, the proportion of children reaching a good level of development was below average. Systems used to check the quality of teaching have not been stringent enough to ensure that children are achieving to the best of their ability. This is now being addressed with some urgency but it is too early to see the impact on children's achievement. Staff have a clear focus on nurturing children's personal development but do not always make the most of opportunities to extend children's speaking and listening skills.
- During the inspection, children responded very well to the school's routines and conformed to staff's expectations. Children happily engaged in a range of stimulating tasks, both indoors and outside, shared resources and play areas, and followed the adults' instructions well. Staff give good guidance on behaviour and how to stay safe. They plan a range of topics to promote children's interest in other people, faiths and places.
- Leaders recognise the importance of accurate information on children's abilities when they start school and are devising more rigorous methods to ensure accuracy. A good start has been made on collating evidence of children's progress in 'Learning Journeys' in order to quickly show any gaps in learning. There are good links with parents and arrangements to help children settle in when they start in the Reception class.

## 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>	112495
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	431699

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>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sally West
<b>Headteacher (Partners)</b>	Lesley Bowmar and Jane Parker
<b>Date of previous school inspection</b>	16 October 2012
<b>Telephone number</b>	01773 602936
<b>Fax number</b>	01773 606961
<b>Email address</b>	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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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 and 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

