

Serco Inspections
Colmore Plaza
20 Colmore Circus
Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9162
Direct email: peter.willetts@serco.com



16 January 2015

Miss Lesley Bowmar & Miss Jane Parker
Partner headteachers
Ironville and Codnor Park Primary School
Victoria Street
Ironville
NG16 5NB

Dear Miss Bowmar & Miss Parker

Requires improvement: monitoring inspection visit to Ironville and Codnor Park Primary School

Following my visit to your school on 15 January, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2014. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- improve the quality of the school improvement plan by making it a more concise document, focusing only on the key actions to be taken to improve the school. Take further action to ensure that the plan identifies who will be responsible for evaluating the impact of each action, and when and how they will do this. The revised plan should be submitted to me electronically by the end of January 2015.
- ensure that the school's safeguarding and child protection policy has reference to the latest guidance issued by the Secretary of State. Take further action to ensure that statutory checks are made on those who may be disqualified, by association, to work with children under the

age of eight years old. The necessary checks should be made, and the revised safeguarding policy should be submitted to me by the end of January 2015.

Evidence

During the inspection, I met with both of you, other senior leaders, the Chair and two other representatives of the Governing Body, and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated. I observed pupils while they were learning and checked examples of work in their books. I also checked the single central record of staff suitability checks, and documents showing the outcomes of leaders' monitoring activities and the impact of performance management.

Context

Since the last inspection, two part-time teachers have left the school. One full-time teacher has been appointed.

Main findings

You are working effectively with your staff team, the governing body and the local authority to raise your expectations of what pupils should achieve, and to improve the school.

Work in pupils' books suggests that standards are beginning to improve. Teachers are outlining 'non-negotiable' expectations of pupils' work in lessons. This is helping to ensure that pupils understand exactly what is required of them. Teaching is also focusing more closely on developing pupils' basic spelling, grammar, punctuation and mathematical skills. For example, teachers have introduced short and intense daily lessons to help improve the speed at which pupils are able to recall mathematical facts. Similar daily lessons have been introduced to develop pupils' spelling, grammar and punctuation skills. Pupils spoke positively about the new multiplication and spelling reward charts that take pride of place in the school's main entrance area.

You are ensuring that teaching is beginning to focus more effectively on the needs of pupils of different abilities, including the most able. For example, you have revised your systems to set targets to identify the next steps of learning for pupils, and have ensured that pupils understand new targets to help them to develop their 'speaking and listening skills'.

You have overhauled the school's system to manage the performance of staff. For example, you are now including support staff in the performance management process for the first time. You have also ensured that teachers have been set challenging targets based on the school's priorities, and related to pupils'

achievement outcomes. You have identified the necessary training required to help staff to achieve their targets and have worked effectively with 'buddy schools' to provide additional support.

You have developed a school improvement plan which covers each of the areas identified for improvement at the time of the last inspection. However, the plan is too lengthy. Staff, and representatives of the governing body, find the plan difficult to follow in its current format. You have agreed to amend the plan to make it more concise, and to focus only on the key steps required to improve the school. You have also agreed to sharpen the plan further, by making it clear who will be responsible for checking the impact of each action taken, and when and how they will do this.

Your last full inspection, and this monitoring visit, did not highlight any serious safeguarding concerns. However, you must ensure that the school's safeguarding and child protection policy makes reference to the latest guidance issued by the Secretary of State. You must also ensure that the recent statutory requirement to carry out additional background checks on members of staff who may be 'disqualified by association' is completed, without delay.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority is providing effective support for the school. For example, links have been brokered with other local schools to help share ideas and examples of good practice. Local authority consultants have also been deployed to support the school; which has included training to help staff to better support the development of pupils' speaking and listening skills. It is too early to evaluate the impact of this support on pupils' progress and attainment. The local authority has agreed to provide further support to help develop the quality of outdoor learning in the Early Years class, and to help to promote more effective links with other Early Years providers in the local area.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Derbyshire local authority.

Yours sincerely

Jeremy Spencer
Her Majesty's Inspector

cc. Appropriate authority - Chair of the Governing Body/Interim Executive Board
cc. Local authority – including where the school is an academy