

Inspection of a good school: Conisbrough Ivanhoe Primary Academy

Old Road, Conisbrough, Doncaster, South Yorkshire DN12 3LR

Inspection dates:

5–6 November 2019

Outcome

Conisbrough Ivanhoe Primary Academy continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school and attend regularly. A pupil proudly told me that the best thing about school is that, 'It is fun!' The staff are supportive and caring. Staff have high expectations. They do their best to live up to the school's aims of helping all pupils to 'believe, achieve and succeed'. Parents value this.

Pupils are courteous, friendly and eager to talk about their learning. Pupils behave well at all times of the school day. They feel safe and say that bullying rarely happens. Pupils are very confident that staff will sort out any problems that arise.

When asked about their favourite things about school, pupils talked enthusiastically about mathematics and art. Two pupils told me how much they had enjoyed learning about the Ancient Egyptians in history. Pupils find lessons interesting.

What does the school do well and what does it need to do better?

Leaders and governors have improved the quality of education since the previous inspection. Pupils do very well in the national assessments at the end of key stage 2, particularly in writing and mathematics. This helps to prepare them well for secondary school and beyond.

Teachers develop pupils' knowledge and skills well across a broad range of subjects. In mathematics, pupils revisit what they have learned often. This means they can, for example, quickly recall number facts when needed.

Leaders prioritise the teaching of reading. Members of staff have a good understanding of how to teach early reading skills. Pupils get off to a good start in reading. Pupils read books that are closely matched to the sounds they have learned. As pupils move through the school, they learn to read fluently.

Leaders have adapted the curriculum so that pupils read high-quality literature more regularly. Pupils study a wide range of texts, from the tales of Beatrix Potter to the works

of Shakespeare. Pupils say they enjoy reading. However, the written comprehension tasks they complete do not always build on what they already know and can do.

Leaders have reviewed curriculum planning in all subjects. Pupils enjoy participating in a rich range of experiences. These include trips to the theatre, a stately home and an art museum. However, teachers do not always build on what pupils already know in subjects such as art and history. Subject leaders are working to improve this.

Pupils are attentive and well behaved in lessons. They work hard and cooperate well with their peers.

Children make a positive start to their education. They settle in quickly when they first start school in the early years. Leaders and staff make sure that children learn and develop well in the Nursery and Reception classes. Children are happy and very well cared for.

Pupils with special educational needs and/or disabilities (SEND) take full advantage of all the school has to offer. Staff receive regular training so that they are well equipped to help pupils with SEND learn. As a result, these pupils achieve well across the curriculum.

Pupils have many opportunities to learn about the wider world and to contribute to their local community. For example, they recently made donations to their local food bank as part of their Harvest Festival celebrations. Pupils enjoy taking part in clubs, including drama, art, science and football.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carefully carry out all necessary checks when they recruit staff and volunteers. Staff receive regular safeguarding training. They are aware of the risks that pupils may face in the local community and online. Leaders ensure that the curriculum helps pupils to learn how to stay safe. Staff pass on any concerns that may arise. Leaders swiftly follow these up with appropriate actions. Leaders work with other professionals to provide support to pupils and families.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do better in core subjects, such as mathematics, than they do in foundation subjects. This is because teachers do not always build on what pupils already know in subjects such as art and history. Leaders should continue their work to ensure that pupils' knowledge in all subjects is as strong as it is in mathematics.
- Leaders have recently made changes aimed at improving pupils' understanding of what they have read. However, the written comprehension tasks pupils complete do not always build on what they already know and can do. Leaders should continue their

work to improve this.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Conisbrough Ivanhoe Junior and Infant School, to be good on 15 December 2010.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137765
Local authority	Doncaster
Inspection number	10110786
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	369
Appropriate authority	The governing body
Chair of governing body	Caroline Lee
Headteacher	Mr Joe Brian
Website	www.ivanhoeschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is a larger-than-average sized primary school.
- The vast majority of pupils are White British.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils receiving support for SEND is above the national average.
- The school runs a breakfast club and after-school club.

Information about this inspection

- I met with three representatives from the local governing body, senior leaders and the special educational needs coordinator.
- I evaluated the effectiveness of safeguarding, checked the school's single central record and policies relating to safeguarding and pupils' behaviour. I met with the designated safeguarding leader and reviewed a sample of case files.
- I observed pupils' behaviour in lessons and around the school site. I spoke with pupils, both formally and informally, to discuss their views about their school.
- I considered the 29 responses to Ofsted's online survey, Parent View, along with the 27

additional free-text responses.

- I looked at the 32 responses from staff to the Ofsted questionnaires issued at the beginning of the inspection.
- I considered the quality of education by looking in detail at the teaching of reading, mathematics and art. I discussed the curriculum design with leaders, carried out lesson visits, looked at pupils' work and spoke to pupils and teachers from the lessons visited. I listened to pupils read.

Inspection team

Paul Plumridge, lead inspector

Ofsted Inspector

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