



# Ivy Bank Primary School

## Inspection Report

**Unique Reference Number** 111022  
**LEA** Cheshire  
**Inspection number** 278573  
**Inspection dates** 11 January 2006 to 12 January 2006  
**Reporting inspector** Mr Arthur Markham CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Valley Road
<b>School category</b>	Community		Macclesfield
<b>Age range of pupils</b>	4 to 11		Cheshire SK11 8PB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01625 422021
<b>Number on roll</b>	333	<b>Fax number</b>	01625 503514
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr R Bailey
<b>Date of previous inspection</b>	29 November 1999	<b>Headteacher</b>	Mr Q Thompson

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 11 January 2006 - 12 January 2006	<b>Inspection number</b> 278573
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Ivy Bank Primary is a larger than average primary school. The vast majority of children are of white British background with only a very small number from minority ethnic groups. Very few children are at an early stage of learning English. A higher than average number of children has learning difficulties and/or disabilities including 21 children who attend the centre for children with learning difficulties and/or disabilities attached to the school. The number entitled to free school meals is below average. On entry to the school the children's skills are around average overall. The school has Healthy School status.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school. The school judges itself this way and inspectors agree. Children make good progress overall and reach standards that are above average by the end of Year 6 because teaching is good and the wide range of stimulating learning opportunities presented to them makes learning interesting. Children's personal development is good. They work and play together harmoniously and their behaviour is very good. A great emphasis is placed on meeting the needs of all children and they are cared for well and given good guidance and support. They make a sound start to their learning in the Reception classes because teachers place a high emphasis on practical activities. Children with learning difficulties and/or disabilities and those with particular gifts or talents are supported well. Children in the resourced centre make outstanding progress because of the excellent support they are given.

Leadership and management of the school are good and the leadership of the headteacher is excellent. He is recently appointed, but has quickly developed a strong team approach throughout the school. Monitoring and evaluation procedures are very good and the school consequently has a clear view of areas needing development. It has rightly identified the need to arrest the downward trend in results at Year 2 and improve the standards achieved by boys in reading.

Improvement since the last inspection is good. The school is well placed to improve further because it has a good understanding of its strengths and areas for development. Parents are very appreciative of the education provided for their children. The school provides good value for money.

### **What the school should do to improve further**

- Raise the standards attained by boys in reading in Key Stage 1 by improving the organisation of reading resources available and involving parents more in the process.
- Increase the number of children achieving the higher Level 3 in reading, writing and mathematics at Year 2 by ensuring that the more capable children are suitably challenged.

## **Achievement and standards**

### **Grade: 2**

Standards and achievement are above average. Children enter the Reception classes with skills that are average overall. They make steady progress and by the time they enter Year 1 most achieve the standards expected. Children continue to make steady progress in Years 1 and 2 and reach standards in reading, writing and mathematics which are close to average overall. However, there has been a slight downward trend in standards since 2001, in particular boys' performance in reading is not as high as that of girls and the proportion of children reaching the higher Level 3 has declined and was below average in 2005. In Years 3 to 6 children make good progress and reach

standards that are above average overall when the results for children in the additionally resourced centre are omitted. In the 2005 national tests children's performance was significantly above average with a high proportion achieving the higher Level 5.

Close attention is given to meeting the needs of all children. Those with learning difficulties and/or disabilities, both in the centre and throughout the school, make outstanding progress and some achieve the nationally expected standard by the end of Year 6. Similarly, those children who are gifted or talented achieve well, reaching standards that are above average. Virtually all children successfully achieve the challenging targets they are set.

## **Personal development and well-being**

### **Grade: 2**

Children's personal development is good. Behaviour is very good and children treat staff and each other with respect. Bullying incidents are rare, and children are aware that there are many adults they could approach if they were in difficulty or distress. Children are encouraged to make suggestions as to how their school might be improved and members of the school council take their responsibilities very seriously. They are pleased that their views are acted upon, for example, their suggestions to improve the school playground have been implemented. Children enjoy school but attendance is below average. While most attend well, extended holidays in term time affect the overall figure. The school is taking suitable action to bring about improvement.

Children's spiritual, moral, social and cultural development is good. They gain an awareness of other religions and cultures through lessons and visits. They understand about sharing and fairness and give generously to various charities. Children are self-confident and carry out responsibilities well. Year 6 playground 'buddies' and Guardian Angels supervise games for other children at lunchtime and ensure that younger children have a friend to play with on the playground. Children are encouraged to adopt safe and healthy lifestyles and they understand very well the importance of having a healthy diet. Their acquisition of basic skills is good so that they are well prepared for when they leave school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are consistently good across the school and sometimes outstanding. Lessons are brisk and children enjoy the well planned and stimulating work. Teachers' subject knowledge is good and they explain things clearly and ensure that pupils know what they have to do. Occasionally, when worksheets are used in lessons, the more capable children are not challenged enough. Good emphasis is given to developing children's basic skills, and the linking of subjects and use of information and communication technology are being developed well to make learning interesting. For example, in an outstanding lesson with Year 5, the teacher used a laptop computer

with a projector, large screen and a television to develop children's literacy skills and raise their awareness of discrimination by exploring the life of Rosa Parks. The creative linking of learning in literacy and history was exciting and stimulating for the children. Some outstanding teaching was also seen in the school's centre for children with learning difficulties and/or disabilities, contributing markedly to their outstanding progress. Rigorous assessment procedures are in place, ensuring that all children make progress. Marking of work is good and gives children clear guidance on what they need to do to improve.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and complies with statutory requirements. It meets the range of children's needs and interests well. The school is increasingly providing real life experiences for pupils by planning activities that bring together learning from several subjects and staff use the community well to enrich learning. For instance, children from the centre for learning difficulties and/or disabilities selected and bought 'plants we can eat' from a local store and then discussed plants and growth generally in their science lesson. Many extra-curricular activities are available for children, including sports, drama and choir, making a strong contribution to their personal development. The school's provision makes a good contribution to the health and well-being of children, for instance, when staff make good use of opportunities in personal, social and health education to encourage good habits and to adopt healthy lifestyles. There are good opportunities for children to think about their future and the world of work.

## **Care, guidance and support**

### **Grade: 2**

The level of care, guidance and support provided for children is good and this confirms the parents' views. Staff work hard and successfully to create a supportive environment in which children develop their self-esteem and grow in confidence. There are good systems in place to ensure that they are able to learn well. Their academic and personal development is tracked very thoroughly and target setting arrangements are well organised. Children know their targets and what they need to do to improve, as one child put it, 'Teachers write in your book to tell you what needs doing to improve your work.' Close support is given to vulnerable pupils and those who find learning difficult. Child protection and health and safety procedures are well organised and children consequently feel safe. There are good relationships between children and staff which help to maintain a positive ethos throughout the school.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The leadership of the headteacher is outstanding. In the relatively short time he has been in post he has quickly identified the areas needing development. His strong commitment to a team approach has

resulted in the staff working well together in addressing these areas and there is a shared commitment to improvement.

Monitoring and evaluating procedures are well organised and effective. The gathering of the views of parents and children informs strategic planning and all staff and governors are involved in deciding the priorities to include in the school improvement plan. This ensures that the whole school works together effectively to make changes, with a strong focus being given to equality of opportunity and improving the achievement of all children. Changes to the performance management arrangements have resulted in this now supporting more successfully the development of staff and the raising of standards. Finances are managed efficiently and the school is well resourced. A number of improvements to the accommodation and outside environment have been made during the last year as a result of the headteacher's hard work and determination to improve the learning environment presented to children.

The governors fulfil their responsibilities very well and meet all legal requirements. A number of them are regular visitors to the school which enables them to gather information and disseminate this to other governors. As a result, the governors have a good awareness of the school's strengths and areas needing development and share the staff's commitment to improvement. The school's capacity for further improvement is good.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

As you know, three inspectors recently visited your school to find out how well your teachers are helping you with your learning. Thank you for being so friendly and talking to the inspectors. It was really interesting to listen to what you had to say. We are pleased to say that we decided that you have a good school. The things that we particularly liked were:

- the way you work hard for your teachers and they do their best to help you learn so that you reach high standards
- the outstanding progress made by children in the resourced centre
- your very good behaviour in lessons and around the school and the way you help each other
- the way your headteacher runs the school. He listens to what you all think could make it better and works hard to make the changes happen
- the way all the staff take good care of you.

We have asked your teachers to improve two things to make your school even better. We want them to:

- help you to get even better at reading by making sure you have lots of interesting books to read and giving your parents ideas to help them support you
- ensure that children in Years 1 and 2 are given really challenging work so that they reach as high standards as they can.

Thank you for helping us so much with the inspection of your school. We all hope that you will continue to work hard in school and help the teachers so that Ivy Bank becomes even better.