



Ironville and Codnor Park Primary School

Inspection Report

Unique Reference Number 112495
LEA DERBYSHIRE LEA
Inspection number 278943
Inspection dates 28 November 2005 to 29 November 2005
Reporting inspector Mrs. Susan Hall LI

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

Type of school	Primary	School address	Victoria Street
School category	Community		NG16 5NB
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01773602936
Number on roll	108	Fax number	01773606961
Appropriate authority	The governing body	Chair of governors	Mrs. Sally West
Date of previous inspection	26 June 2000	Headteacher	Mrs. Jean Ennis

Age group 4 to 11	Inspection dates 28 November 2005 - 29 November 2005	Inspection number 278943
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average school that serves an area which is socially disadvantaged and where more pupils than usual are entitled to free school meals. Almost all pupils are of White British descent with none speaking English as an additional language. The number of pupils with special educational needs is above average. These pupils have a range of learning needs with most having moderate learning difficulties or emotional and behavioural difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a school which has made significant improvement in the past year, which provides a satisfactory quality of education and with several aspects that are good. There has been much recent development following a period where there was a complete change of staff and a new headteacher. The inspection findings support the school's assessment of its overall effectiveness. The school has the capacity to continue to improve and provides satisfactory value for money. The headteacher is providing strong and focussed leadership. She has accurately established precisely what is needed to make the school even more effective and is working well with staff towards further improvement. Pupils and parents speak well of the school and welcome this period of stability. Standards are well below average when children start school, and whilst they make good progress in Reception they do not achieve the nationally expected targets at the end of the Foundation Stage. There has been good improvement made this year in the standards achieved in national tests in English and mathematics. Attainment at the age of seven is now broadly average. However, whilst standards have recently risen at the age of 11 pupils are not reaching the standards seen in most schools and few achieve the higher levels. This indicates that progress and achievement are satisfactory overall. Standards in information and communication technology (ICT) are affected by poor computer systems that are unreliable and frustrating for pupils and staff alike. Teaching and learning are satisfactory overall. There are school strengths in aspects of how well pupils are cared for. All pupils, and particularly those encountering family difficulties, are well supported by teaching and non-teaching staff. There are very strong links with outside agencies who work with the school to support vulnerable pupils. Behaviour is satisfactory overall and many pupils behave well.

What the school should do to improve further

- Continue to raise the standards achieved by Year 6 in English, mathematics and science by ensuring all pupils are fully involved in activities and challenged to the highest appropriate level.
- Improve the facilities for ICT to ensure the development of skills on a regular basis.

Achievement and standards

Grade: 3

Children start school with skills and knowledge which are well below average. Speaking and social skills are very limited and provide on-going challenges for staff. Because of good teaching in Reception children make good progress but from a low base do not achieve the national targets expected when they leave the Foundation Stage. Test results for pupils in Years 6 show that standards have been very low in some past years. Whilst there has been a marked improvement in some of the results attained in the most recent national tests, especially mathematics, the standards reached in science by Year 6 are low. There is only a small number of pupils achieving above average levels. Inspection findings are that at the end of Year 2 standards are now broadly

average but at the end of Year 6 are below average in English and mathematics and low in science. The school has rightly identified the raising of standards as its number one priority. The progress made by all pupils, including those with learning difficulties, is satisfactory overall and matches the evaluation of the school. Pupils with special educational needs often achieve well because of the good levels of support they receive. Standards in ICT are below average and adversely affected by unreliable computer systems, which could limit pupils' future economic well-being.

Personal development and well-being

Grade: 3

Overall pupils' personal development is satisfactory which is not as strong as identified in the school's evaluation. The behaviour of pupils is satisfactory overall. Many are friendly and keen to please and enjoy their time in school, but there is a minority whose behaviour is unsatisfactory and lessons are sometimes affected by unnecessary disruptions. Pupils and parents believe that there is little bullying although they acknowledge the behaviour of some boys is boisterous. The attitudes to learning of children in the Foundation Stage are generally good and those of older pupils are mostly positive. Whilst many are willing to offer their ideas in discussions a small number, particularly girls, make little effort to participate and are very passive in their learning. Attendance has improved well in recent years and is now average, although several pupils arrive late which does little to help prepare them for the world of work. The school takes good account of pupils' views and the School Council is an effective way in which pupils begin to understand the principles of citizenship and influence the making of decisions that affect the school environment. Staff are working hard to extend the opportunities for pupils to build their self-confidence and belief in their own abilities including to solve problems and to help prepare them for later life. There are satisfactory opportunities for pupils' spiritual and cultural development. Moral and social development is promoted well and staff work hard to encourage pupils to take responsibility for their own actions. Pupils' knowledge of how to stay fit and healthy is satisfactory and the school has clear plans to develop such aspects further.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall but not quite as strong as the school's evaluation of it. The teaching of children in Reception is good with a strong emphasis on activities to develop speaking and social skills including role play in the class fish and chip shop. When pupils across the school are managed well they enjoy themselves, rise to the challenges set and achieve well. However, on occasion staff do not manage pupils with behavioural difficulties well enough which affects the learning of others. Teachers are usually good at sharing with pupils what they are to learn in a lesson and then checking what they have found out at the end. There are good examples of teaching assistants using their time well in the introductions to lessons to observe and

record what progress is made. But, in other lessons staff do not make best use of such opportunities. Overall pupils make satisfactory progress and the sample of pupils' work indicates that over time this is often good. The school has good procedures to check and track the progress pupils make. However, this has been a relatively recent development and has not yet made a significant impact on learning. Information is used well to set challenging improvement targets and pupils and parents are now made aware of what needs to be done to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory throughout the school but not as effective as school evaluation identifies. This is in part because there are long-standing problems with ICT resources which are unreliable and which affect the provision of a suitable range of computer based activities. The curriculum for children in the Foundation Stage is good with clear emphasis on the development of social skills. Across the school there is a strong emphasis on the development of literacy and numeracy skills with more time allocated to such areas than in many schools. Staff are working hard to extend the opportunities for pupils to plan and conduct experimental and investigative activities as skills in this area have often been weak and affected by pupils' lack of confidence in their own skills. The provision for pupils' health education is satisfactory. There is a suitable range of activities at lunchtime and after school. Visits and visitors extend learning effectively. Provision for pupils with special educational needs is good because there is a high level of adult support.

Care, guidance and support

Grade: 2

The care and welfare of pupils are good. They are central to everything the school organises and a strength of school provision. Vulnerable pupils and their carers are particularly well supported. Pupils with behavioural and emotional problems are given good support. The school has developed strong and effective links with many support agencies which enables these pupils to take a full part in the life of the school. Provision for pupils' safety and security is good. Pupils say they feel safe and happy and there are always adults they can turn to if they feel unhappy. Child protection procedures are securely in place. The school has recognised the need to help pupils develop a greater awareness of the benefits of a healthy lifestyle and is at the early stages of developing a greater focus on healthy choices. Staff have developed good systems to track the academic progress made so that support can be directed where it is needed most.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory overall which matches the school's self evaluation. The headteacher's leadership is strong and very effective.

This has been of pivotal importance in helping the school move forward in the past year following a difficult and unsettled period in the school's development. The headteacher has very good interpersonal skills that have built the confidence of staff, parents and governors. She has correctly identified the priorities for development and the steps needed to bring about long term improvements. Her efforts are reaping rewards but the headteacher is shrewd and realistic and recognises that there is more work to be done. The school has benefited from the intensive support of the local education authority. With the support of the staff and governors the school is well set to continue the upward trend of improvement. Senior staff and subject leaders are beginning to develop their roles well. The school has developed sound procedures to monitor the quality of teaching and learning. However, there is room to develop the subject leader's role in order for them to identify the steps necessary for further improvement. Governance of the school is satisfactory. Governors are well led but are at a relatively early stage in developing their role in holding the school to account for the standards achieved. Financial management is efficient and the school has clear plans to use a budgetary surplus to maintain a good level of staffing to support all pupils and to develop ICT support.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	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	2	NA
The effectiveness of the school's self-evaluation	3	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

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	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	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Following my visit to your school I would like to let you know what I found out. But first of all, can I say a big thank you for making me feel welcome and for talking to me about all the different things that you do in school. It was good to hear how you feel that all the teachers and other adults help you and take good care of you. You probably saw me when I came into your lessons, in other activities and at lunchtime. I have told the teachers that most of you behaved well and they are proud of this. But occasionally some of you ought to think about what you say to others and try a bit harder not to be cheeky. I know that many of you and your families like your school and so I talked to your headteacher about how the school can look at ways of being even better. Some of you do not do as well in tests as pupils at other schools. The staff are keen that you should do even better and have lots of plans to make the work even more interesting and sometimes more difficult. There are problems with lots of the school computers which need to be fixed so that you can use these more regularly. All the staff at school want you to do really well and your headteacher has got some good ideas to make the school a more exciting place. You can play an important part in this by working as hard as you can and always being helpful to everyone in school. It was a pleasure to meet you all.