



# Ivy Lane Primary School

## Inspection Report

**Unique Reference Number** 126181  
**Local Authority** Wiltshire  
**Inspection number** 293487  
**Inspection dates** 12–13 December 2006  
**Reporting inspector** Diane Wilkinson

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

<b>Type of school</b>	Primary	<b>School address</b>	Ivy Lane
<b>School category</b>	Community		Chippenham
<b>Age range of pupils</b>	4–11		SN15 1HE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01249 652556
<b>Number on roll (school)</b>	302	<b>Fax number</b>	01249 445856
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Roy Small
		<b>Headteacher</b>	Christine Marshall
<b>Date of previous school inspection</b>	4 February 2002		

<b>Age group</b> 4–11	<b>Inspection dates</b> 12–13 December 2006	<b>Inspection number</b> 293487
--------------------------	--	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Ivy Lane is a large primary school. Most pupils come from a White British background although an increasing number speak English as a second language. The majority of pupils live in the surrounding area which socio-economic factors indicate is significantly disadvantaged. Attainment on entry is below what is usually found. The proportion of pupils with learning difficulties and disabilities is above average and is particularly high in some year groups.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Ivy Lane Primary is a satisfactory and rapidly improving school with strengths in some areas of its work. It is strongly committed to the welfare of individual pupils and works hard to meet their needs. The school has adapted especially well to the changing composition of its intake, with increasing numbers of pupils who speak English as a second language. As one parent wrote, 'I enjoy the school's attitude to embracing everyone from the community.'

The curriculum is good and has been adapted especially well to meet individual pupils' needs. The practical approach to learning is helping to raise standards, particularly in the younger classes where it is well established. As a result, teaching and learning although satisfactory overall are good in Reception and Years 1 and 2 where literacy and numeracy skills are particularly well taught. In Years 3 to 6 the emphasis on practical activities is fairly new and teaching and learning are satisfactory. In these year groups teachers do not always check how well pupils are learning in lessons and miss opportunities to move them on further. Teaching assistants support learning well, especially for those pupils who have learning difficulties or language needs.

Achievement is satisfactory and improving. Provision in the Foundation Stage is good. On entry to Reception standards are below expectations, but good progress ensures most children reach the expected standards by Year 1. Good progress continues in Years 1 and 2, especially in reading where standards in Year 2 are well above average. Standards are above average in writing and mathematics. In Years 3 to 6, where some curriculum developments are fairly recent, progress is satisfactory, but improving. Standards are rising, especially in science where they are above average by Year 6. Standards in English and mathematics are average largely because of weaker elements in pupils' story writing and in calculation skills.

Care, support and guidance are good. Pupils are well cared for, good attention is paid to their health and safety and they are given good guidance and support on how to improve. Parents appreciate this and one wrote, 'The school offers a supportive environment which enables our children to learn and helps their personal development.' As a result the school is a happy and safe place to be where relationships are very good and pupils enjoy learning. Pupils' personal development is good. They behave well and are supportive of others.

Leadership and management are satisfactory. The headteacher provides strong leadership and has created a fairly new, but committed team of staff and governors who are working hard to bring about further improvement. Their role in monitoring the effectiveness of the school's work is still developing. However, accurate evaluation by the headteacher of the school's performance has led to improvement in the weaker aspects of its work. Strategies for improvement are successfully raising standards and give confidence that the school is well placed to improve further.

## What the school should do to improve further

- Raise standards in English and mathematics in Years 3 to 6 by improving pupils' story writing and improving their calculation skills in mathematics.
- Improve the quality of learning by ensuring that all teachers keep a close check on how well pupils are doing in lessons and intervene quickly to encourage further progress.

## Achievement and standards

### Grade: 3

Achievement is satisfactory and improving, markedly so in the younger classes. Those pupils with learning difficulties and disabilities or who speak English as an additional language achieve as well as their classmates.

Children enter Reception with levels of skills below those usually found, particularly in social development and language. Progress is good and standards on entry to Year 1 are around those expected. In the past year, standards in Years 1 and 2 have risen well owing to an improved curriculum. Progress is good, especially in reading where standards at the end of Year 2 are well above the national average. Standards in writing and mathematics are above average.

Progress is satisfactory in Years 3 to 6. The school has successfully addressed the decline in standards seen last year when a high proportion of pupils had specific learning and behavioural needs. The school was very close to the challenging targets it set for its performance in the 2006 national tests and is well placed to achieve them in 2007. The much improved curriculum for science has resulted in pupils making good progress and reaching above average standards in this subject. Strategies to improve pupils' story writing and skills in mathematical calculation are more recent and the full effect of these has yet to be seen. In the 2006 national tests, standards in English and mathematics were average, as they were when these pupils began Year 3.

## Personal development and well-being

### Grade: 2

Good attendance and positive attitudes to learning reflect pupils' enthusiasm for and enjoyment of school. Pupils behave well and get on very well with each other. One pupil commented, 'The friendly atmosphere makes me feel safe and secure.' Pupils are keen to learn and speak positively about the wide range of activities offered to them. Spiritual, moral, social and cultural development is good. Pupils reflect well on the spiritual elements of life and a wide range of art, drama and music activities encourages their good cultural development. They recognise the importance of healthy eating and regular exercise and demonstrate a good awareness of how to keep safe. Pupils are keen to help others and older pupils apply to become 'Ivy Lane Squaddies' to help younger children at play, which ensures all pupils enjoy lunchtimes. Many pupils are involved in community events in the town, such as singing carols at the local railway station. Pupils willingly take on responsibility and show initiative. For example,

they designed and developed the quiet area. Such skills are important for their future success and help them to prepare well for life outside school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory and are rapidly improving. Teaching assistants are well deployed, particularly when working with small groups of pupils who have learning difficulties and disabilities or who are learning English as an additional language. Pupils in these groups often make good progress.

In Reception and Years 1 and 2 teaching and learning are good. Basic literacy and numeracy are well taught because pupils benefit from a practical approach which helps them to understand easily and make good progress.

In Years 3 to 6 teaching and learning are mainly satisfactory. This is largely because the new approach to the teaching of writing and mathematics is fairly recent and has not yet had enough time to benefit pupils' progress. In addition, not all teachers regularly check how well pupils are learning throughout lessons and this limits the progress they make. However, pupils' written work is well marked and gives them good advice on how to improve. Science is taught well because there is a strong emphasis on learning scientific concepts through an investigative approach which has resulted in pupils' good progress.

### **Curriculum and other activities**

#### **Grade: 2**

The effective curriculum is well matched to individual pupils' needs. The practical approach to learning encourages pupils' positive attitudes to school and is helping to raise standards although the full effect has yet to be seen in the older classes. An exceptionally strong feature is the 'Story Making Project' which has had a very positive effect on standards in writing in Reception and Years 1 and 2. A good programme for personal and social education supports pupils well. The 'ASDAN Project' to develop citizenship skills benefits their development particularly well. A range of visits, visitors and clubs such as the opportunity to learn French extends learning and promotes pupils' enjoyment of school. Pupils who have learning difficulties and disabilities and those learning English as an additional language are provided with well constructed individual education plans and the resources provided for them are especially good.

### **Care, guidance and support**

#### **Grade: 2**

The school focuses closely on individual pupils' needs and parents appreciate the level of care and attention their children receive. As one parent wrote, 'Ivy lane is such a

caring school with a lovely atmosphere. Teachers seem to really care about the children and get to know them well.'

Rigorous procedures ensure that pupils are safe, secure and healthy, and child protection procedures are effective. Pastoral care and support are good so that pupils make good progress in their personal development. The school keeps a very close check on pupils' academic progress and pupils are given targets which help motivate them to do better. However, these are relatively new and their full effect on pupils' progress has yet to be seen.

## **Leadership and management**

### **Grade: 3**

The headteacher has a clear vision for the school and a good understanding of where improvement is needed. Her determination to provide pupils with a good quality education has created a committed team of staff and governors who are working very hard to move the school forward and improvement this year has been rapid. Comprehensive monitoring by the headteacher has allowed weaknesses in teaching to be accurately identified and they are being systematically addressed. Data from national tests and other assessments is analysed well to indicate where pupils' progress can be improved although less attention has been given to evaluating the quality of learning in lessons. Communication with parents has been strengthened and the school is developing an effective partnership with them so that they are more able to support their children's education. The newly formed management team are beginning to contribute to school improvement, but they and the many new governors are still to become fully involved in monitoring the school's progress.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### 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>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for welcoming us to your school. We were especially impressed by how friendly and helpful you were and I particularly want to thank those pupils who gave up their lunchtime to speak to us. You and your parents think your school is a very happy and safe place to be and we agree with you. We think your school is giving you a satisfactory standard of education, but things are improving very quickly and a number of good things are already in place.

This is what we thought was good about the school:

- You are making better progress, especially in the younger classes where the standards are above average. In the older classes you do well in science and standards in Year 6 are above average in this subject.
- You make good progress in your personal development. You get on very well with each other and behave well. You are helping your school to improve and do a lot of things in your local area such as helping to decorate the town Christmas tree.
- The good activities staff plan for you are helping you to make better progress. In particular the 'Story Making Project' is improving your writing well.
- Those of you who find learning difficult and those who are learning to speak English are provided with good plans to support your work and classroom assistants give you a lot of help.
- You are given good advice on how to improve your work and the targets teachers have set you are helping you to do better.
- You have a good headteacher and together with staff and governors she is working hard to help your school improve.

What we have asked your school to do now:

- Make sure that staff carry on introducing the activities into Years 3 to 6 that have helped pupils in Reception and Years 1 and 2 do well in English and mathematics.
- Keep a careful check on the progress you are making in lessons so that teachers can move you on quickly once you have really understood your work.

Thank you again for all your help and good luck for the future.