

Ironville and Codnor Park Primary School

Inspection report

Unique Reference Number	112495
Local Authority	Derbyshire
Inspection number	325616
Inspection dates	25–26 February 2009
Reporting inspector	Tim Bristow HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	108
Appropriate authority	The governing body
Chair	Mrs Sally West
Headteachers	Mrs Jean Ennis, Mrs Judith Brown
Date of previous school inspection	28–29 November 2005
School address	Victoria Street Ironville NG16 5NB
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors. The inspector visited seven lessons and held meetings with governors, the headteachers, staff, groups of pupils, the school improvement partner and two representatives from partnership agencies. He observed the school's work, and looked at the school improvement plan, the tracking of pupil progress, the work that children were doing in their books and the questionnaires completed by 19 parents.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the achievement of pupils at the end of Key Stage 2
- how effectively teaching is helping Key Stage 2 pupils to learn
- the effectiveness of school procedures to improve behaviour
- the quality of the provision in the Early Years Foundation Stage.

Information about the school

The school is smaller than average. It is situated in an area of social housing. Very few pupils are from minority ethnic backgrounds. The proportion of pupils who have free school meals is higher than average. In 2008 an additional headteacher was appointed to the school so that the school now has two part-time headteachers who work in partnership. The school has experienced considerable staffing instability in its Key Stage 2 classes since the previous inspection. Most children enter the school having previously attended the nursery at the nearby children's centre. Nearly all the children enter the Early Years Foundation Stage with skill development that is well below the expected levels.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

4

Capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to achievement at Key Stage 2. Pupils enter Year 1 with standards that are below national expectations. They make good progress so that in most years standards are average by the end of Year 2. Then their progress in Key Stage 2 slows considerably and is inadequate. Standards have declined in recent years and by the end of Year 6 they are exceptionally low.

The leadership team and governors are well aware of the weaknesses in teaching that there have been at Key Stage 2. They have achieved some success by improving the provision at Key Stage 2 so that overall teaching and the quality of learning in lessons is now satisfactory. However, at the time of the inspection and due to previous underachievement, the improvement in pupils' rate of learning across Key Stage 2 is still insufficient to narrow the gap between what the pupils are currently attaining in English and mathematics and the levels they should be reaching for their age. In contrast, the quality of teaching in Key Stage 1 and the Early Years Foundation Stage is good. In these classes lessons are exciting and stimulating and work is pitched accurately for nearly all groups of pupils so that the quality of learning is good. Value for money is satisfactory because of the good outcomes and provision in the Early Years Foundation Stage and Key Stage 1 and the recent improvements made in Key Stage 2.

Despite the weaknesses in achievement, the school has some important strengths. The school has worked with great success to improve the support, guidance and care of pupils, which are good. At the time of the inspection good partnerships and procedures for safeguarding pupils have been established so that the barriers to learning for the significant proportion of vulnerable pupils are being removed successfully. Consequently, behaviour is good and attendance is rising and is now average.

Assessment is satisfactory. It is used well to identify those who need extra help with English and mathematics so that the progress of pupils with learning difficulties and disabilities is satisfactory. However, it is not yet used with sufficient rigour within lessons to enable the majority of pupils to achieve their targets.

Improvements in behaviour and attendance as well as the work done to improve the quality of learning at Key Stage 2 mean that the school has demonstrated that it has satisfactory capacity for sustained improvement. However, improvement plans and procedures for checking the work in lessons are not sufficiently focussed on the school's main priorities.

What does the school need to do to improve further?

- Improve the quality of teaching and the curriculum at Key Stage 2 so that standards rise by:
 - sharing, observing and demonstrating good practice
 - ensuring that new staff adopt the school's agreements about teaching and learning
 - promoting teaching styles that increase the pace of learning
 - improving teachers' knowledge and understanding of some aspects of the English and mathematics curriculum
 - making lessons more exciting and practical whilst retaining a sharp focus on learning.
- Improve the leadership and management of Key Stage 2 by:
 - taking a closer look at the learning of different groups of pupils when checking the lessons to identify how progress can be accelerated further
 - sharpening up improvement plans and procedures for checking the work of the school so that they are clearly focussed on eradicating the weakness at Key Stage 2.
- Improve the use of assessment data at Key Stage 2 to enable more pupils to achieve their targets by:
 - establishing a common agreement amongst the staff about how this information can be used to ensure pupils meet their targets
 - using the information more effectively to pitch work at the correct level for all groups of pupils so that their progress accelerates.

How good is the overall outcome for individuals and groups of pupils?

4

Pupils receive a good start to their education. In the lessons observed in Key Stage 1 they make good progress and demonstrate good levels of independence and perseverance. For example, Year 1 pupils were observed working successfully and without help on the computer, solving numeracy problems. Although Key Stage 1 standards are average in most years, they are rising and the results of teacher assessments show that in 2008 they were above average overall. At Key Stage 2 pupils demonstrate that they want to do well in their lessons but the standards they reach remain well below those expected for their age because their progress is hampered by gaps in their learning. For example, weaknesses in speaking and listening have an impact on their writing so that by the end of Key Stage 2 the majority of pupils are attaining standards that are approximately two years behind where they should be. There are indications that the improvements to the quality of learning in Key Stage 2 lessons are beginning to have a positive impact on progress.

In Year 6 progress in reading is satisfactory and in Year 5 progress in reading and writing is satisfactory.

The rate of exclusions of pupils used to be very high because of the very disruptive behaviour of a minority. This had a detrimental effect on their learning and also that of the others in the class. Good improvements in behaviour management have reduced the exclusion levels considerably this year and enabled the pupils who did behave inappropriately to make similar progress to their peers in lessons.

Other key features of pupil outcomes:

- Pupils' safety awareness is good and they choose to take advantage of the good range of opportunities provided to develop a healthy lifestyle. They particularly enjoy taking part in the 'Activate' sessions before lessons.
- The pupils make a satisfactory contribution to the community. Their contribution in school is strong with all pupils having their views heard through the school and class council system. However, the opportunities to make a contribution to the wider community are limited.
- Pupils' spiritual, moral, social and cultural development are satisfactory. Their moral and social development is good, but there are limited opportunities for them, other than in a few lessons, to develop an appreciation of the range of cultures that make up British society.
- The pupils' preparation for their future economic well-being is inadequate because of their low standards in their basic skills in English and mathematics when they leave the school.

These are the grades for pupils' outcomes

Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3
How well do pupils achieve and enjoy their learning?	4
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	3
Pupils' attendance	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	4
What is the extent of pupils' spiritual, moral, social and cultural development?	3

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

The quality of the school's work

There are some common strengths in teaching throughout the school. For example, relationships are good, interactive whiteboards are well used to support teaching and teaching assistants work effectively to support pupils in lessons. However, Key Stage 2 pupils have experienced too many staff changes in recent years, which have disrupted the quality of their education. This problem has been largely overcome, but inconsistencies in the quality of teaching still remain. Assessment information, which is particularly well used at Key Stage 1 to inform lesson planning, is less effective at Key Stage 2 resulting in the work planned not being pitched accurately at the correct level for all groups of pupils. This is particularly the case for the more able who are not challenged sufficiently. Consequently, pupils do not engage as purposefully as they could because lessons are less interesting and motivating than they are at Key Stage 1.

Other important features of the school's work:

- The school is very good at nurturing vulnerable pupils and their families so that they are well prepared for learning. The family resource worker makes a particularly strong contribution to this, coordinating and streamlining the work of partner agencies to good effect.
- The procedure for tracking progress gives valuable information but it is not used well in Key Stage 2 to ensure that more able pupils and those of average ability make the progress of which they are capable.
- The curriculum provides a good range of school clubs contributing well to the pupils' development of a healthy lifestyle. Good cross-curricular links are established in information and communication technology lessons so that pupils practice their computer skills in English and mathematics lessons.

These are the grades for the quality of provision

High quality teaching and purposeful learning	3
Effective assessment	3
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	3
Support, guidance and care	2

How effective are leadership and management?

A good example of the school's determination to improve pupils' opportunities is that the headteachers have successfully secured funding to convert a building onsite for extended services provision. They have also accessed additional support from the local authority in order to raise standards at Key Stage 2 and are using lesson observations to evaluate pupils' progress. These initiatives are beginning to work as the quality of learning is starting to improve. Governance of the school is

satisfactory. Governors are knowledgeable and supportive and occasionally ask probing questions to explore the actions of the school.

The school successfully tackles discrimination, which is reflected in the pupils' welcoming and open attitude to all those they meet. There is a clear determination to ensure that vulnerable and disadvantaged pupils have equality of opportunity, although the school is only starting to ensure that all pupils make the progress expected.

The strong partnerships that the school has with a range of support agencies such as the children and adolescent mental health services (CAMHS) and social services means that, at the time of the inspection, safeguarding procedures are well developed and effective. A representative from CAMHS reflects the opinion of the agencies that work with the school when she reported that the trusting relationship the school has developed with parents and its caring ethos enable her to work with children more effectively.

The school has carried out a detailed evaluation of its contribution to community cohesion so that it has successfully identified the next steps that need to be taken to further improve this aspect of its work. At present the contribution is satisfactory.

These are the grades for leadership and management

Communicating ambition and driving improvement	3
Promoting equality of opportunity and tackling discrimination	3
Ensuring that safeguarding procedures are effective	2
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	3
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	3
Developing partnerships with other providers, organisations and services	2
Ensuring the school contributes to community cohesion	3
Deploying resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress from their very low starting points so that the gap between their skill development and expected levels in all areas of learning has narrowed considerably by the time they enter Year 1. Children are confident, curious and independent learners. For example, they were observed carrying out a range of activities under the theme of Teddy's Birthday, which they were thoroughly engrossed in. They successfully counted candles onto birthday cakes, wrapped presents, mixed coloured water cocktails, made party food and played party games under the watchful eye of the skilled teacher and teaching assistant who assessed their learning and asked timely questions to develop the children's skills and understanding. Children ably take responsibility by tidying up and sticking to the

rules for each activity, however some opportunities to develop their awareness of danger are missed.

The provision and welfare of children are good. Stronger links are being established with the nearby private nursery, which is improving transfer arrangements to the school. It is testament to the good leadership of the Early Years Foundation Stage that even though there is a new teacher this year the good standard of provision has been maintained.

How good are the outcomes for children in the Early Years Foundation Stage?	2
What is the quality of provision in the Early Years Foundation Stage?	2
How effectively is the provision in the Early Years Foundation Stage led and managed?	2
Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?	2

Views of parents and carers

Almost all of the completed parental questionnaires were positive. Parents appreciate the care their children receive at school. They trust the school and some rely on it for help and support in areas unrelated to education. A few parents felt that they would like more information about the progress their children are making and school is considering how it can best respond to this request.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



27 February 2009

Dear Children

Ironville and Codnor Park Primary School, Ironville, NG16 5NB

Thank you for the help you gave me when I visited your school. If you remember, I came to look at all the work that you were doing and to talk to you and your teachers. I enjoyed meeting you and thought you were very friendly and well behaved. You are helpful and kind to each other. I was pleased to find that the attendance of some of you is improving. You like school and try hard to do your best in lessons. Younger children do particularly well in their work. I agree that you feel safe in school. Interesting activities are organised for you to take part in and you are learning to become fit and healthy. I was impressed at how many of you take responsibility for jobs in school, such as by being members of the school council.

The headteachers and other adults have provided you with a caring school and they are trying hard to improve your education, but I think that they must do more to make sure that older children do better in English and mathematics. These are some of the improvements I have asked the school to make:

- Teach you to learn more quickly, especially in English and mathematics.
- Help more of you to reach your targets at the end of each year.
- Carefully check the work in lessons so that you do as well as you can.

Inspectors will be visiting again to see how the school is dealing with these things. I am sure you can do really well if you receive this help.

Please remember to continue to come to school every day and carry on behaving well so that you get the most out of your lessons.

Yours sincerely

Tim Bristow
Her Majesty's Inspector

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