

Ivy Lane Primary School

Inspection report

Unique Reference Number	126181
Local Authority	Wiltshire
Inspection number	340937
Inspection dates	16–17 March 2010
Reporting inspector	Carolyn Carnaghan

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	The governing body
Chair	Ian Fewtrell
Headteacher	Christine Marshall
Date of previous school inspection	12 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 18 lessons and spent over half of their time observing learning. They saw 14 teachers and held meetings with parents, groups of pupils, governors and staff. They observed the school's work, looked at some of the school's documentation and analysed the responses to 59 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well teaching challenges pupils and supports their progress
- whether the new curriculum has led to improved opportunities for pupils
- the tracking of pupils and how well it leads to their effective care, support and guidance.

Information about the school

This is a larger-than-average primary school. There are lower proportions than average of pupils who are eligible for free school meals and those for whom English is an additional language, though these are rising. There are higher proportions of pupils with a wide range of special educational needs and/or disabilities than found nationally. The school holds a number of awards such as Artsmark Silver, International Schools and Basic Skills Awards.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The school provides a good education for its pupils. Children arrive in Reception with lower-than-expected age-related language, social and personal skills and make good progress. In the main school, pupils have good opportunities to do well, particularly because there is excellent promotion in lessons of team working, cooperation and care for one another. Pupils leave school with average levels of attainment, having achieved well. Pupils with special educational needs and/or disabilities also make good progress from their starting points.

Pupils are very happy at school and they show respect for and pride in each other and their teachers. They behave well and develop good understanding of how to live a healthy and fulfilling life. Pupils develop excellent understanding of their community, both in school and beyond, because the school ensures they have many enriching opportunities to find out about how others live, to make links with other local partnership schools and to become actively involved with children from other countries. The skills that will be useful in future life, such as in information and communication technology (ICT), also develop well. Pupils are not always given enough opportunities in lessons to express themselves orally, however.

The headteacher and her staff try hard to ensure families understand the clear benefits of their children always being at school. However, attendance remains average. This is because a small number of pupils are taken out of school for holidays during term time. Teachers' very good understanding of their pupils' needs ensures lessons are generally interesting and fun. However, neat and extended writing is not developed enough, with books not always as tidy as they might be. Teachers' marking is sometimes inconsistent across the school, with feedback insufficiently detailed to ensure better progress. Most pupils understand what next steps to take to do better but these targets are not consistently shared or clear enough in every lesson to be fully understood by all.

The school's excellent links with other educational partners contributes to the experience of every pupil. The headteacher has high hopes for her pupils and she is a good role model; she manages the future planning and deployment of staff effectively and the school has a good capacity to make further improvements. The school's leaders and managers use what they know about pupil progress to ensure support and guidance is highly effective, and sometimes the additional help for pupils, based on this understanding, makes a marked difference to how well they get on. The vision of the headteacher is shared with her staff and the team works harmoniously towards shared goals. Leaders monitor the school effectively. The drive to ensure further good progress is at the heart of all the school's activities.

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What does the school need to do to improve further?

- Raise achievement by:
 - ensuring that marking and feedback are used more consistently, so that pupils fully understand their next steps
 - providing further opportunities for pupils to express themselves both orally and in writing across all subjects.

Outcomes for individuals and groups of pupils

2

When pupils arrive at Ivy Lane, their skills in language and communication are below expected levels, but because the school instils confidence in them, children soon start developing these more strongly. The emphasis on acquiring sound basic skills means that pupils' progress in English and mathematics is good. There are plenty of opportunities to use these skills across the curriculum, for example through using real-life situations to work out mathematics problems. This helps pupils to place their learning in contexts that are meaningful to them. Pupils with special educational needs and/disabilities make good progress because the support they receive in lessons, through the work of teaching assistants, and in extra sessions where help is finely tuned to their needs, really aids their development. All groups of pupils achieve well.

The many opportunities for experiencing the arts and culture provide chances to be expressive and imaginative. This can be seen across the school in the wide range of very high quality artefacts produced by pupils. Pupils work harmoniously together for the most part, enjoy working in teams and pairs, and waste very little time getting on with lesson tasks. They understand the need to work safely and take these attitudes with them on the wide range of trips and experiences offered by their school. For example, several pupils have become members of the new youth parliament started locally. The school council, with members from right across the school, is empowered to make changes in school and they are proud to contribute to the betterment of their community. These attitudes are further developed through pupils' extensive opportunities to make links around the world. Currently, pupils are developing friendships with children in Brunei, while working towards a vocational qualification. They also get together with pupils from other local schools for extra work in languages, sports and the arts.

Pupils develop excellent social and moral values, being patient and supportive role models for younger children, celebrating successes in assembly, and some have written songs to express their gratitude for what their school does for them. Pupils use ICT confidently in many ways in lessons, for writing, recording images or sounds and in creating work for topics.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers' planning is effective, reflecting the accurate assessments of pupils' needs. Teachers know what they expect pupils to learn and their explanations are clear. As a result, pupils are generally confident about tackling their work. Often, teachers know just when to intervene with well-judged advice or when to stand back and let pupils work things out for themselves. Teachers' enthusiasm and commitment shine through in lessons and they clearly have the knack of making learning interesting and fun. In a minority of lessons, teachers do not always use sufficiently probing questions, preventing pupils from achieving better. Sometimes opportunities are missed for reflection on work and how to improve it.

The good curriculum provides interesting and creative opportunities. In numeracy, pupils' progress has accelerated because teachers take every opportunity to include problem solving in other subjects. In English, although provision is good, there is not enough emphasis on improving pupils' speaking skills. Science lessons promote experiment and enquiry and pupils enjoy regularly using ICT, such as in filming role plays that help provide ideas to extend through writing. There are excellent opportunities to develop skills in the arts, reflected in the Artsmark Silver Award.

There is an extensive range of clubs and activities after school to enrich the curriculum and most of these are heavily over-subscribed. There are many visits taken by pupils and a wealth of visitors that add another dimension to pupils' experiences.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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This is a highly caring community where staff understand the pupils and their families. Pupils feel valued and appreciate their teachers have their best interests at heart. Pupils feel extremely safe and parents are justified in thinking their children are well cared for. There is exemplary support for vulnerable pupils. Child protection procedures are robust and links with agencies are exceptionally strong, helping to deliver very well-focused support for pupils when it is required. There are effective procedures for pupils to settle well when they arrive, ensuring most develop into confident individuals.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and her team work very closely together and have built up considerable understanding of their pupils and families. They track the progress of pupils very closely and this is shared with staff to ensure everyone is working towards the same goals. For example, extra help for dyslexic pupils is so well tuned that some of these individuals are making outstanding progress. The senior leaders also track the way teachers interpret and deliver the curriculum; these systems have ensured that good progress is the norm.

The governing body has grown in confidence over the last few years and they admit that they have had to, so they can challenge the school most effectively. They are a clear and visible support around the school, coming regularly into lessons, even getting down into the sandpit in Reception when necessity demands, so they can monitor how well the school is doing. They have helped the headteacher manage her school effectively and ensured that resources are well used. The leadership does not stop with the senior team: subject leaders have been empowered to develop their responsibilities through access to regular training and by passing on their expertise to other teachers. Literacy and numeracy teaching strategies are now used effectively across the curriculum, although writing is not always neat or extensive enough in some subjects. Parents have close relationships with the school and the majority are very supportive and appreciative of how well their children are getting on. They communicate with the school regularly and, when the need arises, senior leaders will make home visits to ensure the happiness and well-being of pupils. The school has extremely well-developed links with a range of local, national and international partners. For example, local schools share training and subject support sessions delivered sometimes by renowned experts, because the partnership helps each member more easily afford it.

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International links are extensive and include European, Middle and Far Eastern schools. Pupils benefit enormously from sharing their work and experiences with children from different communities, cultures and faiths.

Pupils all enjoy good opportunities to achieve and prosper equally because the school ensures they understand each one so well and provides the guidance and support they need. The school's inclusive ethos prevents any discrimination. The headteacher ensures her school is safe, with excellent systems that robustly monitor the staffing and provision around the school. The site is a difficult one to secure and she, with her team, make sure staff are always on hand when pupils are out and about before, after and during school breaks.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children achieve well in the Early Years Foundation Stage because teaching is lively and well matched to individual learning needs. Although most children do not reach the nationally expected learning goals by the end of Reception in language and mathematical development, they make good progress from their starting points.

Children's personal development is fostered particularly effectively. As a result, most reach expected standards in this learning area. Children quickly learn school routines and they cooperate with others and behave well; smiles and laughter are everywhere. Adults provide well-judged support for children, planning effectively and capturing their interests. The rich curriculum provides a wide range of stimulating activities, both indoors and outside, with a good balance between adult-led tasks and those that

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children choose for themselves.

Just occasionally, children require more focused interventions from adults to ensure they make the most of opportunities, without losing the choice of activities open to them. Relationships are positive and high quality care, guidance and support is the norm for this effectively led and the close-knit team.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents who responded to questionnaires are highly supportive of the school. A small minority felt that the school does not support their child's particular needs or listen to their concerns sufficiently. The team did not find any evidence to support these views during their inspection of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ivy Lane Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 285 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	58	22	37	3	5	0	0
The school keeps my child safe	35	59	21	36	1	2	0	0
The school informs me about my child's progress	34	58	22	37	1	2	1	2
My child is making enough progress at this school	32	54	22	37	3	5	1	2
The teaching is good at this school	35	59	21	36	2	3	0	0
The school helps me to support my child's learning	30	51	24	41	4	7	1	2
The school helps my child to have a healthy lifestyle	30	51	26	44	1	2	1	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	47	25	42	1	2	0	0
The school meets my child's particular needs	31	53	22	37	4	7	1	2
The school deals effectively with unacceptable behaviour	29	49	28	47	0	0	1	2
The school takes account of my suggestions and concerns	25	42	26	44	4	7	1	2
The school is led and managed effectively	32	54	23	39	1	2	2	3
Overall, I am happy with my child's experience at this school	38	64	15	25	4	7	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



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18 March 2010

Dear Pupils

Inspection of Ivy Lane Primary School, Chippenham SN15 1HE

Thank you for making us so welcome when we visited your school recently. We think your school is providing you with a good education. We particularly think that you work very well together in teams and with your partners, getting on very quickly with activities you are asked to do in lessons. You behave well around the school and often take responsibility for others, such as in the school council.

Your school gives you lots of opportunities to learn about other cultures and communities and you are benefiting greatly from sharing your work and ideas with children around your local area and across the world.

We have asked the school to do a few things to help you achieve even better by:

- ensuring that marking and feedback are better used so you fully understand your next steps
- providing more opportunities for you to express yourselves through speaking and writing across all subjects.

Yours sincerely

Carolyn Carnaghan

Lead inspector

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