

Ironville and Codnor Park Primary School

Inspection report

| | |
|--------------------------------|----------------|
| Unique Reference Number | 112495 |
| Local Authority | Derbyshire |
| Inspection number | 343759 |
| Inspection dates | 4–5 March 2010 |
| Reporting inspector | Jackie Barnes |

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 | 122 |
| Appropriate authority | The governing body |
| Chair | Sally West |
| Headteacher | Jean Ennis and Judith Brown |
| Date of previous school inspection | 25 February 2009 |
| School address | Victoria Street Ironville Alfreton |
| Telephone number | 01773 602936 |
| Fax number | 01773 606961 |
| Email address | headteacher@ironvillecodnorpark.derbyshire.sch.uk |

| | |
|--------------------------|----------------|
| Age group | 4–11 |
| Inspection dates | 4–5 March 2010 |
| Inspection number | 343759 |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by two additional inspectors. Inspectors spent approximately one third of their time observing learning and saw six teachers while visiting seven lessons. Inspectors held meetings with the chair of governors, the headteachers, pupils, the local authority school improvement partner and staff from the school and support agencies. They observed the school's work, and looked at documentation including the school improvement plan, assessment and tracking information, pupils' work and 18 parental questionnaires.

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

- the extent to which pupils make the best progress they can, including in the Early Years Foundation Stage
- the impact of the current teaching team on the pupils' learning, particularly in English in Key Stage 2
- the quality, accuracy and usefulness of the school's new assessment system
- the work of the leadership team in securing the school's continuing improvement.

Information about the school

This is a small school which serves the small village and locality after which it is named. It is situated in an area of social housing. Most children start school in the Reception Year. Over half the pupils are entitled to free school meals, which is considerably higher than average, as is the proportion of pupils with special educational needs and/or disabilities. The pupil population is stable and almost all pupils are from White British backgrounds. The school has suffered staffing difficulties and was given a Notice to Improve at its inspection of 25 February 2009. Two part-time headteachers work in partnership to lead the school.

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?**3****The school's capacity for sustained improvement****2**

Main findings

In accordance with Section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. This is a satisfactory school. It has good features and is a lively, happy place that has improved considerably over the last year. There is good capacity for sustaining further improvement. Pupils are well behaved, take care of each other and enjoy their learning. The curriculum has been developed to provide plenty of practical activity during and after the school day, alongside a methodical approach to developing the basic skills of literacy and numeracy. This works well in keeping pupils motivated to learn. They are particularly enthusiastic about the visits and visitors that provide a wide range of new experiences and help them understand how to keep themselves safe outside of school. Within school, pupils recognise that staff take good care of them, and say they feel safe. High priority is given to their welfare and personal development. During the day-to-day work of the school, all pupils are encouraged to be aware of the needs of others, and receive good guidance in lessons, and personally when the need arises. When individual pupils have responsibilities in school they undertake them conscientiously, and members of the school council make a particularly good contribution in their role across the whole school community.

Children start school in the Reception with skills that are below those expected for their age. Although there are considerable differences between the attainment of individuals, they are all keen to learn. Children make good progress in the Early Years Foundation Stage and in Years 1 and 2. By the end of Year 2, the attainment of almost all pupils is at least average, with a minority attaining above average standards in reading and mathematics. Previously, the school has had difficulty in maintaining the momentum of the pupils' progress in Years 3 to 6, especially for the lower attaining pupils, and overall attainment dipped significantly below average in 2007 and 2008. However, progress has improved over the last year, mainly due to good teaching, better support for individual pupils and a stimulating curriculum. Attainment by Year 6 is now broadly average, although the more able pupils could do even better in English, especially in developing their independent written work. There remains a very small minority of pupils whose attainment is often low in communication and language when they start school and whose progress is too slow. Those with special educational needs and/or disabilities are very well supported and all make at least satisfactory and mostly good progress. A few pupils whose attainment is below average do not always complete their work, either because they do not have enough time or because it is too difficult.

The successful development of the school's assessment system, including tracking each pupil's progress, has resulted in useful data which gives a clearer view of how well

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

pupils are doing. This assessment information is not yet fully used in planning further learning for a few individual pupils, but is effectively used to group pupils and identify those who need particular support. As a result, small groups of pupils often have the benefit of teaching which is well matched to their needs.

The strong partnership between the local authority and school leaders has been a major factor in the school's recent improvement. The key issue of stabilising staffing has been successfully resolved. Sound arrangements are in place for the return of the school's permanent staff, as are improved systems for planning, assessment and tracking to support continued development. Self-evaluation procedures include a wide range of views and generally identify appropriate areas for development. The school has been working closely with the action plan following the inspection of February 2009. Although the written presentation of the plan is not sufficiently detailed, especially in identifying the criteria for success, it has enabled the school to respond well to almost all the areas for improvement that were identified by the inspection.

The two headteachers work effectively together and have covered well the temporary absence of others with leadership responsibilities for teaching and learning. Morale is high, all staff are committed to school improvement and parents have noticed the difference. The governing body is very supportive of the school and knowledgeable about what is happening, with closer involvement of individual governors in monitoring changes. However, governors are not skilled in identifying the school's strengths and weaknesses for themselves or in analysing data. This is an important factor as the local authority continues to reduce its support and the planning for the next stages of the school's improvement become more sophisticated.

What does the school need to do to improve further?

- Raise attainment in English by Year 6, giving particular attention to:
 - accelerating the progress of the more able pupils in writing
 - checking the progress of the few children who start the Reception Year with very low levels of competence in communication and language skills
 - providing more opportunities for the more able pupils to develop high quality independent work
 - ensuring that low attaining pupils have tasks which are well matched to their needs.
- Consolidate the work of the governing body and senior leadership team, giving particular attention to:
 - increasing the precision of the success criteria in improvement plans
 - enhancing the governors' skills in recognising areas of weakness and taking action to resolve these.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Outcomes for individuals and groups of pupils

2

The school's national assessment and test results clearly illustrate the recent improvements in pupils' progress and attainment. Although there is still room for further improvement, pupils' work in lessons and the school's current assessment information indicate that this is happening. The number of pupils in each year group is small, so overall there is some variation in attainment and progress year by year. However, the school has successfully moved to focusing on the progress of individual pupils and small groups with similar needs. This is working well as, in most circumstances, pupils have more individual attention from teachers who make increasingly accurate judgements on their progress and their needs. Pupils' work in lessons and in their books shows good progress, as almost all have work which is suitably challenging. Pupils with special educational needs and/or disabilities achieve well, especially those who have systematic support from teaching assistants or staff from external agencies. Those whose needs are met in class have individual plans and targets to guide their learning, although these are only rarely mentioned in teachers' planning of lessons. The very few pupils who are learning English as an additional language are well integrated into the life and learning of the school and make good progress.

Pupils clearly enjoy learning, most attend well, some achieving 100% attendance, though a few pupils need constant support to reduce their absence. Pupils' spiritual, moral, social and cultural development is good. Local clergy and other visitors discuss their religions and beliefs during dedicated religious education days, and pupils visit places of worship including a Synagogue and Gurdwara, as well as the Christian church opposite the school. Pupils are clear about what makes them feel safe in school and having good friendship groups, and confidence in the staff are their high priorities. Pupils are very proud of their school and excited by sport and other activities that are now available. After-school groups for reading and creative writing are particularly successful with over half the pupils attending.

These are the grades for pupils' outcomes

| | |
|--|----------|
| 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 |

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

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

| | |
|---|----------|
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The teaching team works well together, with a good balance of whole class teaching and work with small groups and individuals. Teachers have good subject knowledge and manage pupils' behaviour very well, enabling lessons to be orderly even when the activities are lively or messy. The use of staff with specific expertise from the local authority and other agencies makes a significant difference to the range of expertise available. As the pupils' needs are exceptionally wide ranging, this valuable additional expertise enables the school to provide teaching that is well matched to pupils' needs. The increase in the active involvement of pupils, and the more creative curriculum that is emerging, has helped staff to keep pupils motivated and keen to learn. Lessons are well organised, often with imaginative presentations and good use of information and communication technology by both teachers and pupils. The systematic teaching of literacy and numeracy skills is clearly evident in all year groups. Relationships between adults and pupils are strong, which encourages pupils to participate in discussions and share their ideas. Assessment is now a regular feature in lessons, and includes different learning objectives for different groups of pupils, with useful elements of self-evaluation by the pupils so they are actively involved in improving their own work. The good quality of care, guidance and support is particularly effective in ensuring that pupils' wide range of personal and academic needs are met.

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 | 2 |

How effective are leadership and management?

The school has dealt with challenging circumstances effectively. Although further

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

changes in staffing are likely as permanent teachers return to their posts, the increased strength of systems for planning, assessment and support of individual pupils provides a secure structure for their reintegration. The local authority accurately judged the pace of change and degree of support the school could manage. The secondment of staff with the skills needed to develop further the school's teaching team and the perceptive monitoring advice provided over the last year on the school's progress have accelerated the school's improvement. The headteachers have led an ambitious programme of development with energy, determination and a good use of available local and national funding, with support from staff who are equally ambitious to see the school improve. The increasing involvement of the local community has supported the school's ambition to develop community cohesion further; a committee of the governing body has been established to develop the next stages. A careful check is kept on the progress of different groups of pupils to ensure there is no discrimination and all have an equal opportunity to achieve. Safeguarding arrangements are satisfactory, with good quality documentation. The school provides good value for money and has a strong record of development that indicates a good capacity to sustain further improvement.

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 | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 3 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children start in the Reception Year with varied skills but with attainment that is below that expected for their age. They make good progress because the learning environment is fascinating, with stimulating activities which attract their curiosity and lead them to investigate. They can hide in a corner that is a tropical jungle to look at books that are

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

about the animals that live there, or dress in warm clothes to work outdoors as explorers who calculate lengths and distances. They chant number rhymes and songs with the teacher, and work out which letters match the sounds of the words they need to write a story. Although the activities are based on play, the experiences are rigorously underpinned by clear planning for each child's progress in all areas of learning.

Outstanding teaching and provision of the curriculum for the age group, results in good, and sometimes very good, progress for almost all children. Their attainment, although still below expectations for their age group overall, puts them in a good position to build on their existing skills, knowledge and understanding. A few children attain above the expected levels by the time they enter Year 1. Relationships with parents are very positive and they are kept well informed about their children's progress. The role of Early Years Foundation Stage leader has only recently been designated. Provision is managed well from day to day.

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 | 1 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The small proportion of parents who returned the questionnaire were supportive of the school. They were particularly confident that their children were safe and enjoyed school, and this agreed with what pupils told inspectors. Most parents feel their children's needs are met and that they are prepared for the next stage of their education. Inspectors' findings confirm these views, and agree with the very small number of parents who feel there is potential for even better progress. There was no particular trend in the few negative comments mentioned and all were offered constructively. A very small number of parents felt behaviour was not always handled well, but this was not evident during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ironville and Codnor Park 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 18 completed questionnaires by the end of the on-site inspection. In total, there are 122 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 9 | 50 | 9 | 50 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 12 | 67 | 6 | 33 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 10 | 56 | 5 | 28 | 2 | 11 | 1 | 6 |
| My child is making enough progress at this school | 6 | 33 | 8 | 44 | 3 | 17 | 0 | 0 |
| The teaching is good at this school | 8 | 44 | 10 | 56 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 7 | 39 | 9 | 50 | 2 | 11 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 5 | 28 | 11 | 61 | 1 | 6 | 0 | 0 |
| 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) | 5 | 28 | 12 | 67 | 1 | 6 | 0 | 0 |
| The school meets my child's particular needs | 8 | 44 | 9 | 50 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 4 | 22 | 11 | 61 | 3 | 17 | 0 | 0 |
| The school takes account of my suggestions and concerns | 5 | 28 | 11 | 61 | 1 | 6 | 0 | 0 |
| The school is led and managed effectively | 8 | 44 | 9 | 50 | 1 | 6 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 8 | 44 | 8 | 44 | 2 | 11 | 0 | 0 |

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

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | 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.



8 March 2010

Dear Pupils

Inspection of Ironville and Codnor Park Primary School, Alfreton, NG16 5NB

Thank you for being so welcoming when my colleague and I inspected your school recently. You helped me to see how well behaved you were and how you helped each other. You clearly enjoy school, especially meeting your friends, doing practical activities and going to school clubs. You say you feel safe and are confident you can ask any adult in school for help if you have a problem. You know how to stay healthy and enjoy physical activities. You have responsibilities in school and you undertake them well. In most of your lessons, the teaching is good and almost all of you have improved your progress over the last year.

Your headteachers and governors work hard to make sure you have the best they can provide. They know that the school is satisfactory and that some things can be better. I agree, so I have asked them to be sure that they give particular attention to:

- improving attainment in English, making sure each of you makes the best progress you can
- making sure that plans to make the school even better are clear and helpful so everyone knows what they have to do and has timescales to do it
- linking the work of your headteachers and other staff who have responsibilities more clearly with the governing body, so that governors can check that all is going well.

You can help by keeping up your good behaviour, and continuing to look after each other.

Yours sincerely

Jackie Barnes

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.