

# Inspection of Ironville and Codnor Park Primary School

Victoria Street, Ironville, Derbyshire NG16 5NB

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Inspection dates: 12 and 13 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Ironville and Codnor Park is a school that pupils enjoy coming to each morning. Pupils whom inspectors met told them, 'It's fun and has kind people, friends and teachers,' and said how they feel safe there.

Pupils behave well around the school. They play lots of exciting games and chat happily at lunchtimes. They describe bullying as 'very rare' and say that, if it ever happens, staff sort it out so that everyone gets on well again. Pupils enjoy following the school's RESPECT system and look forward to getting a house point award in assembly.

Pupils work hard in lessons. Lessons are interesting. Teachers help them to read well from a young age. This helps them find out about other countries, for example Jamaica, in 'Wonderful World' week. Pupils know that staff want the very best for every one of them. If any pupil is upset, they know that staff will listen and help them.

Pupils love the clubs that are available, such as those for archery and fencing. They visit places such as Dearne Valley, where they toast marshmallows together on the fire and scale the climbing wall. They appreciate the good education and care they receive, and feel proud to be part of their school.

## **What does the school do well and what does it need to do better?**

Ironville and Codnor Park's motto of 'Believe, Achieve, Succeed' captures exactly what this school is about. Leaders are passionate about giving every child who comes there an education that will prepare them for life. This means providing pupils with more than just the academic knowledge they need to be successful. The school widens pupils' horizons and builds their self-belief.

Staff expect children to behave well from the start. In early years, kind and caring staff help them to settle in, feel safe and understand how to take turns and share. Children put out the 'danger – wet floor!' sign after using water activities. When they sit at desks, they know to 'make their tummy touch the table and their back touch the chair'.

As a result of high expectations, pupils of all ages pay attention in classrooms. Lessons flow smoothly. Pupils work hard and follow instructions. They can talk about concepts such as 'self-awareness' and 'teamwork' that make up the school's behaviour system.

The education that pupils receive is good. Again, this starts in early years, where staff help children to improve their language and communication skills and begin to read. Teachers show them how to say their phonic sounds correctly and give them books they can read easily to build their confidence. If pupils do not know a sound, staff give them help the same day to catch up. Staff show them how to use their

'robot arms' to read words such as 'sphere', and how to write sentences such as, 'The boys cheered at football.' As a result of high-quality phonics teaching, pupils learn to read well. Even pupils who are not yet fluent are very keen to show what they can do.

Pupils with special educational needs and/or disabilities (SEND) are supported to learn alongside others. Staff know their needs and explain things so they can understand. They give them resources to help them. These pupils, as with all other groups in the school, achieve well.

Leaders plan subjects across the curriculum well. Lessons are in clear sequences that help pupils to build up their knowledge over time. In a few subjects, leaders have rewritten plans to help pupils increase their disciplinary knowledge, for instance in order to understand how scientists work, and geographers study. They are due to begin using these plans from next term. Leaders have systems in place to check what pupils know. They aim to update these to make sure that pupils remember the information and ideas that their lessons will cover.

The personal development programme gives pupils the knowledge they need to take well-informed decisions. Teachers tell them about staying safe, and the importance of respecting others. Pupils learn about people in the world whose cultures are different from their own in some ways, but the same in many others. Older pupils know about racism and homophobia, and know that these are wrong. As one pupil explained, 'Everyone's different, and that's a good thing.' Pupils say that the relationships and sex education they receive answers the questions they have.

The school's senior leaders undertake their work with integrity. The strength of staff community and teamwork they have created is exceptional. Staff say that leaders help them to feel both motivated and respected, and they take staff workload into account. They feel very proud to work at Ironville and Codnor Park.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff receive regular safeguarding training. They know that their first responsibility is to protect every pupil, and how to report immediately any concern. Staff communicate well together.

Leaders do not hesitate to take action where a child could be being harmed and are determined in their approach. Records show the range of leaders' work over time, including involvement with many external support agencies.

Leaders have appropriate systems for recruitment and to manage any allegations. There is an effective curriculum to help pupils understand risks to their safety and to show them how to get help if ever this is needed.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some subjects, pupils do not yet gain the disciplinary knowledge that they need. Consequently, pupils' understanding is not as developed as it could be. Leaders should ensure that the planned enhancements of the curriculum are implemented. They should check that this is helping pupils to deepen their knowledge.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144607
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10227550
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	113
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Fiona Boyd
<b>Headteacher</b>	Jane Grundy Alison Smedley
<b>Website</b>	<a href="http://www.ironvillecodnorpark.derbyshire.sch.uk">www.ironvillecodnorpark.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school opened in March 2018 and is part of the Shine Multi Academy Trust.
- The predecessor school was known as Ironville and Codnor Park Primary School. When it was last inspected by Ofsted in October 2016, it was judged to be inadequate overall.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- In order to judge the quality of education, inspectors focused the inspection on specific subjects of the curriculum. They undertook deep dives in reading, mathematics, geography and physical education. This involved meeting with senior and subject leaders, scrutinising curriculum planning and visiting lessons where pupils were learning these subjects. They met pupils from the lessons and looked at their work in these and in other subjects. They held meetings with

teachers about the curriculum they were delivering. Inspectors heard children in different year groups read books aloud. They looked at other subjects of the curriculum in less depth.

- Inspectors met with representatives of the governing body and the coordinator for pupils with SEND. They spoke with representatives of the multi-academy trust. Inspectors read a wide variety of school documents, including the school development plan. They also spoke with other members of staff, such as the family support worker.
- Inspectors took note of the small number of responses to Ofsted Parent View, met with parents and carers at the start of the school day, and scrutinised results from the school's own surveys of parental opinion. Inspectors considered the results of the Ofsted staff questionnaire. They met pupils from a wide variety of year groups to ask their views about the school, and what they feel it provides for them.
- In order to judge the effectiveness of safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and interviewed the designated safeguarding lead. They also spoke with staff to check details of their safeguarding knowledge and training, and that staff understood the importance of their responsibility to report any safeguarding concerns without delay, and whether they knew the procedure for doing this. Inspectors also checked samples of safeguarding records.

### **Inspection team**

Roary Pownall, lead inspector

Her Majesty's Inspector

Matthew Fearn-Davies

Her Majesty's Inspector

Katie Towers

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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