

# Conisbrough Ivanhoe Junior and Infant School

Inspection report

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<b>Unique Reference Number</b>	106700
<b>Local Authority</b>	Doncaster
<b>Inspection number</b>	336727
<b>Inspection dates</b>	14–15 December 2010
<b>Reporting inspector</b>	Andrew Clark

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	265
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alan Bucknell
<b>Headteacher</b>	Mr Joe Brian
<b>Date of previous school inspection</b>	11 October 2006
<b>School address</b>	Old Road Conisbrough, Doncaster South Yorkshire DN12 3LR
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**Age group** 3–11  
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## **Introduction**

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed eight teachers. The inspectors held meetings with members of the governing body, staff, parents and carers and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 148 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

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

- The skills with which children enter the Early Years Foundation Stage and how well they progress.
- How well teachers use assessment and plan for the needs of pupils of all abilities.
- The contribution senior staff make to leadership and management.

## **Information about the school**

This is an average-sized primary school. The number on roll has risen since the last inspection. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is also above average. The school has achieved Healthy Schools status, the Activemark award and the Basic Skills Quality Mark.

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**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**

This is a good school. The outstanding care, guidance and support offered by the school, combined with an excellent partnership with parents and carers, make a significant contribution to pupils' good achievement and personal development.

Pupils of all abilities, including those with special educational needs and/or disabilities, make good progress as a result of good teaching and learning and a rich curriculum. The headteacher and leadership team are ambitious for pupils to achieve well and are good role models for other staff to follow. The school knows itself well although the role of some staff, particularly subject leaders, in monitoring and evaluating provision is not embedded fully. The governing body is well informed and provides suitable challenge and support to the leadership team. Pupils achieve well because the teaching is good. Attainment is rising and the school demonstrates good capacity to sustain further improvement. Underpinning the school's success is strong leadership. 'Ivanhoe School has changed my children's lives giving them the skills, and more importantly the self-belief, that they can achieve anything'. This comment strongly reflects the very positive views that parents and carers have of the school.

Generally exciting and challenging lessons help pupils of all abilities to make good progress. Pupils leave Year 6 with attainment that is average overall and improving. The school is particularly successful at helping pupils who find learning difficult to reach challenging targets. Very occasionally, teachers do not match work closely enough to the needs of the more-able pupils to ensure they make the best progress possible. Pupils' behaviour is excellent and they are both very kind as well as tolerant towards each other. Pupils show outstanding commitment to healthy lifestyles through their

regular exercise and participation in whole-school sporting events. Pupils are mature, friendly and sociable. They make an outstanding contribution to the school and local community, for example, through the use of the website and the work of the school council. Older pupils provide strong support and guidance to younger ones. Pupils feel safe. Pupils' attendance is above average.

Teachers make good use of information and communication technology (ICT) to motivate and to support pupils in lessons. Pupils enjoy the challenges provided by an exciting and varied curriculum. Learning is often practical and is based on real-life situations. Pupils participate in visits and a wide range of clubs and societies that broadens their experiences. Extremely robust procedures to guide, support and protect those pupils whose circumstances may make them vulnerable, contribute to the outstanding care, guidance and support provided for pupils.

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

- Improve further the progress made by the more-able pupils by ensuring all work is closely matched to their needs and consistently challenging.
- Increase accountability, and share leadership more widely, across the school by involving subject leaders more in monitoring and evaluating performance and provision in their subjects.

## **Outcomes for individuals and groups of pupils**

2

Pupils work hard and take pride in presenting their work well. They are eager to learn and enjoy their lessons. They are curious about the world and have well developed investigative skills. For example, pupils bake bread to find out about reversible and irreversible materials. Children start the Early Years Foundation Stage with skills that are generally well below those typically expected for their age. By the time they leave in Year 6, their attainment is average overall and above average in science. The results of national tests and assessments reflect this and there is a good trend of improving attainment by the end of Year 6. Pupils of all abilities make good progress. Intensive support for vulnerable and the less-able pupils, and good use of marking, help these pupils to reach average standards. Work seen in many other subjects, such as art and history, is of a good quality. While pupils of all abilities make increasingly good progress, there are occasional inconsistencies. This is largely when teachers expect the

more-able pupils to complete easier work before they tackle problems which really challenge them. Highly trained teaching assistants provide sharply focused interventions to support learning further. As a result, pupils with special educational needs and/or disabilities make good progress.

Pupils of all abilities have an excellent understanding of how to live a healthy lifestyle because it is promoted very well through high-quality science teaching and other activities. This is reflected in increased take up of healthy school meals and the excellent participation in sporting activities. Pupils' eagerness to be involved in all that the school does underpins their good learning. Pupils take their responsibilities seriously. They are involved in planning and organising fund-raising activities for local and national charities. Through activities such as World Awareness Week, pupils are developing an understanding of multicultural society. Pupils develop a good understanding of the inequalities of life linked to poverty and deprivation and have a good awareness of right and wrong. The school's very good website gives all pupils and their parents and carers a powerful opportunity to be involved in the school's future development. Pupils are very polite, tolerant and thoughtful towards others. They work and play together extremely harmoniously. As a result, lessons run smoothly and there have been no exclusions.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## **How effective is the provision?**

The quality of teaching and the use of assessment are good. Relationships and the management of behaviour are excellent. The purpose of lessons is shared with pupils and teachers use good strategies to engage them in improving their own work.

Teachers' often fast-paced questioning and high expectations encourages pupils to work cooperatively, and this helps them to think deeply about their work. Teachers usually match work well to pupils' abilities. However, occasionally, the work for more-able pupils does not challenge them enough to extend their learning further. This is also not always identified in lesson monitoring.

Teachers use ICT well to enhance lessons. For example, a presentation based on pupils' own work reinforced their understanding of the correct use of punctuation. Well trained and experienced teaching assistants are deployed effectively to boost the progress of any pupils who need additional support. The use of marking and assessment is good and often very thorough across subjects. Teachers are good at involving pupils in assessing and improving their own work. Marking procedures are explained extremely well on the school's website so that parents and carers are also fully informed about them.

Well planned programmes of work in literacy and numeracy are increasingly driving standards higher. English and mathematical skills are promoted and applied throughout the curriculum to good effect. Pupils develop sound skills in ICT, but some opportunities are missed to use it as a tool for learning in other subjects. Good quality science investigations and a strong emphasis on factual knowledge lead to above-average attainment in the subject. A good range of visits, visitors and activities, before and after-school, bring learning to life and contribute to many aspects of the pupils' personal development. Parents and carers contribute to pupils' learning through well established homework procedures and use of the school's interactive website.

The school takes outstanding care of all pupils. Meticulous record keeping and rigorous monitoring contribute to the safe working environment. Attendance has improved well since the last inspection because of the excellent links established with parents and carers. The school has very strong systems to support the potentially vulnerable pupils and their families, for example, through the work of the special educational needs coordinator and the learning mentor who provides bereavement and other counselling. These have a marked impact on breaking down any barriers to learning. The school provides detailed and frequent information on the pupils' progress and gives parents and carers useful guidance about how to support their children's future learning.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher provides considered and reflective leadership, which motivates the whole school community. As a result, parents and carers are extremely supportive and involved in the development of the school. Staff morale is high. The headteacher and senior staff lead by example through their teaching roles and the training they offer. The monitoring of teaching and learning, and action taken as a result, contributes to a trend of improving attainment. However, procedures to involve all staff, particularly subject leaders, in monitoring and evaluation are less well established. There is a strong commitment to the training and development of new teachers so that they can make an effective contribution quickly. The school has a good understanding of its immediate context and is involved in a number of local projects and initiatives. It is extending links with families in other parts of the world and community cohesion is good overall. The school takes very strong steps to break down any barriers to achievement. It is inclusive and promotes equality of opportunity well for both pupils and staff, taking steps to avoid any discrimination. Robust policies and record keeping contribute to good-quality procedures for safeguarding. The governing body has good systems in place to monitor provision and contribute to the school's self-evaluation. They provide robust financial management and ensure that the school gives good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>



<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Many children start with skills that are well below those typical for their age, especially their social and communication skills. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, skills are still below those expected but rising over time. There are excellent induction systems to support children and to settle them into the Nursery quickly. Outstanding links with parents and carers contribute to the children's smooth start.

Good welfare arrangements and very positive relationships ensure that children feel safe and secure. There is a good balance between adult-led activities and those that children can choose for themselves, which contributes well to their personal development. The progress children make in their early reading and writing skills is sometimes outstanding because teachers make excellent use of well planned schemes and provide many opportunities for children to practise their skills. Children are proud of their work and eager to show what they can do. They enjoy exploring the range of stimulating learning activities and exciting role-play areas such as the Christmas home corner and the outdoor 'gym'. Resources are of high quality and fully accessible to children. The school has identified the need to further develop the outside provision for Reception children and has plans to do so. The use of assessment to improve children's learning is good, and parents and carers feel very well informed about their child's progress. The innovative use of the 'I can' statements and 'post-it' systems enables staff and parents and carers to contribute to driving forward children's progress. The Early Years Foundation Stage is well led and managed and all staff contribute to improvements. They have clear roles and are constantly seeking ways to develop the provision further. As a result, the Early Years Foundation Stage is well placed to continue to improve.



My child enjoys school	120	81	28	19	0	0	0	0
The school keeps my child safe	128	86	20	14	0	0	0	0
My school informs me about my child's progress	118	80	27	18	2	1	0	0
My child is making enough progress at this school	122	82	25	17	0	0	0	0
The teaching is good at this school	128	86	19	13	0	0	0	0
The school helps me to support my child's learning	123	83	24	16	0	0	0	0
The school helps my child to have a healthy lifestyle	111	75	37	25	0	0	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)	99	67	45	30	0	0	0	0
The school meets my child's particular needs	120	81	27	18	1	1	0	0
The school deals effectively with unacceptable behaviour	106	72	37	25	4	3	0	0
The school takes account of my suggestions and concerns	107	72	38	26	1	1	0	0
The school is led and managed effectively	111	75	36	24	0	0	0	0
Overall, I am happy with my child's experience at this school	127	86	21	14	0	0	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%.

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## Glossary

## What inspection judgements mean

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

<b>Type of school</b>	<b>Overall effectiveness judgement (percentage of schools)</b>			
	<b>Outstanding</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Inadequate</b>
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.

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## 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"><li>• The school's capacity for sustained improvement.</li><li>• Outcomes for individuals and groups of pupils.</li><li>• The quality of teaching.</li><li>• The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>• The effectiveness of care, guidance and support.</li></ul>
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.

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**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.**



16 December 2010

Dear Pupils

Inspection of Conisbrough Ivanhoe Community Primary School, Doncaster DN12 3LR

Thank you for the warm welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you and seeing you in your lessons and Christmas performances. These are some of the things we found out about your school.

- You go to a good school.
- You feel safe and well cared for.
- Your behaviour is excellent and this helps the school run smoothly.
- You have an excellent understanding of healthy eating and take part in many sporting events.
- You enjoy your lessons because the teachers give you practical and fun things to learn about.
- Your parents and carers are very proud of the school and all your hard work.
- You take pride in your work and reach average standards.
- The work for some of you is not always as hard as it could be.

To help your school become even better, I have asked your headteacher and the governing body to:

- make lessons challenging for all of you
- ensure all staff keep a closer eye on how well you are getting on with your work.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely

Mr Andrew Clark

Lead inspector

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