

Ingham Primary School

Inspection report

Unique Reference Number	120454
Local Authority	Lincolnshire
Inspection number	363921
Inspection dates	23–24 June 2011
Reporting inspector	Glynn Storer

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	110
Appropriate authority	The governing body
Chair	Mark Nicholson
Headteacher	Ian Tyas
Date of previous school inspection	24 January 2008
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed eight lessons and made short visits to other teaching sessions. In doing so, they saw all of the school's five teachers. The inspectors held meetings with pupils, governors and staff, and spoke with parents and carers at the beginning of the school day. They observed the school's work, and looked at pupil performance data, curriculum planning and safeguarding documentation. They also took account of the views of 63 parents and carers who returned the Ofsted questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Do pupils make enough progress in mathematics, especially those who have special educational needs and/or disabilities?
- Do teachers use assessment information effectively to identify where they can accelerate pupils' progress and to support pupils' learning?
- Is the Early Years Foundation Stage resourced, organised and managed in a way that promotes independent learning?
- Are leaders, managers and the governing body monitoring and evaluating the work of the school with sufficient rigour to secure on-going improvement?

Information about the school

Almost all of the pupils who attend this small rural school are from White British backgrounds, and none speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is low in comparison with schools nationally. The proportion of pupils with special educational needs and/or disabilities is above average but actual numbers are low because year groups are so small. The headteacher joined the school at the beginning of the current school year.

The school has achieved Healthy Schools status, and currently holds the Activemark, Artsmark and International Schools 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

Ingham Primary School provides a good education for its pupils. Pupils make good overall progress and reach above average standards by the time that they leave the school. Progress is particularly strong in English, where the gains that many pupils make far exceed national expectations. Pupils' progress in mathematics is also generally good. Here too, average and higher ability pupils do well. In recent years however, a small number of lower ability pupils, including those with special educational needs and /or disabilities, fell short of the expected rate of progress in mathematics. The school recognised this trend and has taken effective action. As a result, the gap between these and other pupils has narrowed considerably. The progress of this small group is satisfactory.

Pupils learn well because they have positive attitudes to learning and are engaged in interesting activities. They enjoy lessons and rise to the challenge of tasks that make considerable demands on them. For example, pupils showed commendable persistence and collaborated well with others in developing strategies for estimating the area of irregular shapes. Teachers plan effectively to ensure that activities match the range of needs and abilities in the mixed-age classes and are pitched at levels that move pupils' learning forward. Some teachers make regular reference to pupils' targets and reinforce messages about how work can be improved when they mark pupils' books. However, this aspect of teaching is inconsistent, more so in mathematics than English.

The curriculum satisfactorily covers the National Curriculum and has a focus on literacy and numeracy that promotes above average standards. However, effective school self-evaluation has highlighted the need to redesign the curriculum as a whole. Staff are already planning cross-curricular themes that focus on the teaching of skills rather than subject knowledge. Similarly, they are building in topics that will strengthen the school's drive to promote community cohesion. This work is at an early stage of development and so has not yet had an impact on pupils' learning. The school provides an outstanding quality of care, guidance and support for pupils and, when necessary, for their families. Parents and carers testify to the fact that this school always 'goes the extra mile'. Good levels of engagement with parents and carers complement this provision; the school is sensitive in its support for pupils, in breaking down barriers to learning, and in enabling pupils, who may for any reason be vulnerable, to benefit from all that the school has to offer.

Through reports from staff and informal visits, the governing body is involved in most aspects of the school's work. It ensures that statutory requirements relating to safeguarding are met effectively. Governors undertake a small number of formal monitoring visits to gather the first-hand information they need to support and challenge the school. Currently, this work is carried out by only a few governors, which constrains its impact. Nevertheless, sound governance, the drive and ambition of the headteacher, the

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positive response of staff, the strong approval of parents and carers, and the record of success to date together mean that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the progress that lower ability pupils and those with special educational need and/or disabilities make in mathematics by:
 - ensuring that, during lessons, teachers make consistent reference to pupils' individual targets and how they can attain them
 - ensuring that teachers' marking is systematic in reinforcing pupils' understanding of how to improve their work.
- Improve curriculum provision by:
 - planning topics that have a strong focus on the teaching of skills
 - ensuring that the overall curriculum plan is coherent and fosters the progressive development of skills
 - building in content that supports the school's drive to promote community cohesion.
- Extend the monitoring of the school's performance to more members of the governing body.

Outcomes for individuals and groups of pupils

2

In the three years since the last inspection, attainment in Key Stage 1 has varied but has remained significantly above the national average. Overall attainment in Key Stage 2 also remained above the national average between 2008 and 2010. During this time, attainment in English has been higher than that in mathematics. A dip in 2010 took mathematics scores marginally below the national average although, in this small year group, this related to very few pupils. In 2011 the group of pupils in Year 6 has reversed this dip and current attainment is once again above average. Pupils make good progress from broadly typical starting points on entry to school. Most make at least good progress in English and, for some, progress is excellent. Progress in mathematics is also good for most pupils and the proportion of pupils attaining the higher level 5 has increased year-on-year. Lower ability pupils and those with special educational needs and/or disabilities make consistently good progress in English but their progress in mathematics has varied. The school is currently meeting with considerable success in addressing this issue. As a result, the progress of this group has improved, the gaps have narrowed and their progress is satisfactory overall.

Pupils say that they feel safe in school and they have a good understanding of how to keep themselves and others safe, for example from strangers or when using the internet. Pupils know what constitutes a healthy lifestyle and willingly act on this understanding. The take-up of health-promoting activities is good. For example, many Key Stage 2 pupils participate voluntarily in training and competitive cross-country running events. These have contributed to the school gaining national Healthy Schools status and the Activemark award. Pupils make a good contribution to the school as a community by the excellent

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quality of care that pupils show towards one another and by acting as school councillors. They also contribute effectively to the wider community, for example by designing play equipment for a local playground development. Pupils are well prepared for the future. They attain good standards in literacy and numeracy, and most have positive attitudes to learning. They behave well in class and around the school. Attendance is consistently high. The school's values, along with recent curriculum initiatives, result in good levels of spiritual, moral, social and cultural development.

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	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	3
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	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teachers' have high expectations of pupils' behaviour and of pupils' capacity to cope with demanding work. They plan work at a suitable level to enable pupils across the range of age and ability to succeed and make progress. They monitor work in progress effectively and use questioning to keep levels of challenge suitably high. Teachers' use of assessment to support learning is satisfactory although inconsistencies in their use of individual targets and feedback from marking detract from pupils' progress.

The curriculum is satisfactory, rather than good, because historically it has given too much emphasis to subject knowledge at the expense of the development of skills. Staff are redressing this balance as they build a new curriculum. The visual and performing arts are also becoming increasingly prominent, as is the use of technology as an aid to learning. There are also strengths in the ways in which theme weeks and special events

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complement personal, social, health and citizenship education and enable pupils to achieve good outcomes in these areas. The school's Artsmark and International Schools awards reflect these developments. The school still has a long way to go in completing its curriculum improvement project, but early indications point to positive benefits to pupils.

Pupils feel very safe and well cared for in school. They are untroubled by bullying and have confidence in adults to help them. Pupils and their parents and carers say that they benefit from the strong family ethos that pervades the school, and inspection evidence bears this out. The school goes to extraordinary lengths to ensure the smooth and happy induction of pupils joining the school at times other than the normal. The school has good formal arrangements for ensuring the safety and welfare of pupils, but it is the exceptionally sensitive, personal touch that most benefits pupils and their families, especially at times of the greatest need.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The extent of school improvement over the last three terms is testimony to the good leadership provided by the headteacher and to his successful management of teaching and learning. Other leaders support the drive for improvement effectively because they are given the time, resources and training necessary for them to do a good job. The school has effective arrangements for evaluating all aspects of its work. The headteacher and staff know where they have succeeded and where work remains to be done. Targets for raising attainment are challenging but realistic and school improvement planning builds on what has already been achieved. This ensures that the gains the school has made are sustained. The school has eliminated underachievement amongst lower ability pupils, restored satisfactory equality of opportunity and raised the quality of care that it provides to the highest level. The positive engagement of parents and carers and effective partnerships with local authority staff, local schools and community organisations underpin the school's improvement drive.

Arrangements for safeguarding are good. Safeguarding procedures and practices, such as risk assessments, fully meet current requirements. This results in effective supervision when pupils use a play area that is shared with the local community. The school tackles any form of discrimination and has a satisfactory plan for promoting community cohesion but, as yet, it is in the early stages of implementation. Importantly, however, the school has coherent plans to use its new curriculum to strengthen arrangements for promoting community cohesion, so that pupils become increasingly involved and well informed in this important area. The governing body has implemented satisfactory procedures for

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monitoring and holding the school to account for what it achieves. However, these activities have been restricted to relatively few experienced governors. As a result, the full impact of this initiative is yet to be felt.

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	3
The effectiveness of safeguarding procedures	2
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

The numbers of children in the Reception Year each year is small. Nonetheless, children have a personalised programme of work that staff evaluate and modify weekly to ensure that activities are always closely matched to their immediate learning needs. This ensures that children gain experience systematically in all the areas of learning. The process of gathering and recording evidence that tracks progress and assesses attainment is exceptionally thorough, and shows that children make good progress across the areas of learning. The Early Years Foundation Stage leader makes excellent use of this performance information to evaluate and improve provision. A recent focus for the Early Years Foundation Stage team has been to promote independent learning. This has brought about an improved learning environment, which gives children frequent opportunities to make choices and follow their own lines of interest and enquiry. They also have almost unrestricted access to the improved outdoor learning area, which is now fully in use. Such well-conceived developments improve children's learning and add significantly to the progress that they make.

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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	1

Views of parents and carers

The views of parents and carers are overwhelmingly positive. They are particularly pleased with induction arrangements when children enter the Early Years Foundation Stage or join the school in other year groups. One parent commented, 'The information and interaction that we had from the school were outstanding. The photographs that we received made the transition so easy that our child could not wait to start school.' Parents and carers also speak highly of the school's caring ethos and of its excellent outreach to families, especially in times of trouble. A small number of parents and carers expressed concerns about the way the school deals with inappropriate behaviour but the inspection found no evidence to support these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ingham 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 110 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	59	24	38	0	0	0	0
The school keeps my child safe	50	79	12	19	0	0	0	0
My school informs me about my child's progress	28	44	33	52	1	2	0	0
My child is making enough progress at this school	31	49	27	43	3	5	0	0
The teaching is good at this school	40	63	21	33	0	0	0	0
The school helps me to support my child's learning	27	43	33	52	2	3	0	0
The school helps my child to have a healthy lifestyle	33	52	25	40	2	3	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)	32	51	27	43	2	3	0	0
The school meets my child's particular needs	31	49	25	40	2	3	0	0
The school deals effectively with unacceptable behaviour	27	43	24	38	8	13	0	0
The school takes account of my suggestions and concerns	30	48	24	38	1	2	0	0
The school is led and managed effectively	33	52	22	35	1	2	0	0
Overall, I am happy with my child's experience at this school	39	62	23	37	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%.

Glossary

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.
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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



27 June 2011

Dear Pupils

Inspection of Ingham Primary School, Lincoln, LN1 2XT

Thank you for the warm welcome and the courteous way that you treated me when I visited your school. Your school is giving you a good education, and these are some of the things I liked most.

Attainment is above average and most pupils are now making good progress in reading, writing and mathematics.

The headteacher has taken successful steps to improve learning, especially for those pupils who sometimes find it difficult.

Teachers plan lessons that improve your literacy and numeracy skills.

Your good behaviour in lessons helps you to learn, and those who are capable of reaching higher levels respond well to the challenging work that teachers set.

The school takes exceptionally good care of you.

The headteacher and some of the governors check regularly on how well everyone is doing and take steps to help anyone who is having difficulties.

To help the school improve your learning and progress further, we have asked the school's leaders to do the following:

- make sure that teachers make the best possible use of your personal targets and the messages they leave for you when they mark your books to help you to improve your work, especially in mathematics
- build the exciting activities that you have been doing recently into a curriculum that has a focus on skills and teaches you more about the wider world
- involve more members of the governing body in checking aspects of the school's work.

You can help by always following the good advice that teachers give you and by asking if you are unsure about how to get your work to the next level.

Yours sincerely

Glynn Storer
Lead inspector

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