

Ingoldisthorpe Church of England Voluntary Aided Primary School

Sherborne Road, Ingoldisthorpe, King's Lynn, PE31 6PE

Inspection dates

3–4 October 2012

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|--------------------------------|----------------------|--------------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Outstanding | 1 |
| Achievement of pupils | | Outstanding | 1 |
| Quality of teaching | | Outstanding | 1 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is an outstanding school.

- From the moment they start at school, children thrive academically and personally. Pupils achieve exceptionally well as they progress through the school.
- By the time pupils leave, their attainment in English and mathematics is above average, although in some years there are variations in the proportions attaining at higher than expected levels. Standards in reading are very high.
- Teaching is outstanding and results in outstanding progress. Pupils are inspired to do their best. They learn the important skills of literacy and numeracy exceptionally well.
- Outstanding support is provided for pupils who, because they are disabled or have special educational needs, require additional adult help. The work of other adults is exemplary in helping these pupils achieve their very best.
- Pupils' behaviour is outstanding and they are very proud of their school.
- The governing body, headteacher and staff are a strong team who, since the last inspection, have made great improvements to teaching and to pupils' achievement. Despite the success of the last three years, no one is complacent and there is a united drive to make the school even better.
- Pupils' spiritual, moral, social and cultural development is excellent and they benefit greatly from the excellent artistic, creative and sporting activities which the school offers.
- Parents are full of praise for the work of the school.

Information about this inspection

- The inspector observed 14 lessons taught by four teachers. All lesson observations were conducted jointly with the headteacher.
- Meetings were held with the members of the governing body, staff, pupils, a small number of parents and a representative of the local authority.
- The inspector also looked at the work in pupils' books and listened to a number of pupils read.
- Account was taken of the school's information about pupils' attainment and progress, the school's self-evaluation and its plans for future developments along with other policies concerning school management and keeping pupils safe.
- Consideration was given to 20 responses to the online survey (Parent View) and 17 responses to the staff questionnaire.

Inspection team

Godfrey Bancroft, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Almost all of the pupils are White British.
- The proportion of pupils who are supported at school action is below average. Those supported at school action plus and those who have a statement of special educational needs is above average.
- The proportion of pupils who are known to be eligible for additional funding through the pupil premium is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The 'Little Owls' pre-school group, which is managed by the governing body, is accommodated on the school site. There is also a breakfast club and an after-school club that are also managed by the governing body.
- The school holds the Artsmark award.

What does the school need to do to improve further?

- Sustain pupils' outstanding rate of progress and high achievement, particularly in writing and mathematics, so that year on year, every individual pupil who has the potential to attain at higher than expected levels is able to do so, by:
 - consolidating pupils' mental and oral mathematical skills and opportunities to apply these skills in all subjects
 - enhancing the already strong links between pupils' early knowledge of letter and word sounds and their ability to write for a variety of purposes.

Inspection judgements

The achievement of pupils is outstanding

- Children join the Reception class with knowledge and skills that are close to those expected for their age, although small year groups vary. They make rapid progress and are ready to start Year 1 with above-average attainment in all areas of their learning.
- In all year groups, the proportion of pupils who make better than expected progress is high compared with the national average. This pattern of progress is firmly embedded and accurate school assessments show it is likely to be sustained in future years. Consequently, at the end of Year 2 and at the end of Year 6, attainment in English and mathematics is significantly above average.
- Over recent years, as a result of a concerted focus by staff, standards in writing and mathematics have improved significantly. Even so, there are some year-on-year variations in the proportions of pupils attaining at higher than expected levels.
- The headteacher and staff are already working to eliminate any variations in achievement by providing additional support for potentially higher-attaining pupils. Action taken is already having very positive results because it correctly focuses on the areas of variation in performance – to promote pupils' mental and oral skills in mathematics and to ensure pupils' excellent speaking, listening and reading skills are applied so they always reach the highest possible standards in writing.
- Excellent progress in the basic skills of literacy and numeracy is sustained throughout each year. Attainment in reading is consistently very high. Pupils are passionate readers who derive great pleasure from reading a wide range of books. Pupils' speaking and listening skills are excellent.
- Pupils also acquire the basic skills of information and communication technology exceptionally well and apply these very well across a range of subjects.
- Disabled pupils and those who have who have special educational needs, which in some instances are profound, achieve exceptionally well. This is because they receive excellent support from teachers and from teaching assistants.
- Pupils who because of their circumstances are entitled to benefit from the additional pupil premium funding also make exceptional progress. This group includes some pupils who are especially gifted or talented.

The quality of teaching is outstanding

- The high quality of teaching has great impact on pupils' excellent progress and the standards they achieve. This applies especially to those pupils who have disabilities and those who have special educational needs, and those who benefit from additional funding.
- Teaching in the Reception class is very effective across all areas of children's learning. The school has wisely adopted a highly effective strategy of extending the best principles of early years teaching and organisation into Year 1. This meets the needs of many pupils exceptionally well enabling them to make choices about their learning and to frequently learn out of doors. Excellent use is made of the school grounds to enhance the learning of all year groups.

- The teaching of basic skills is planned and taught very effectively. Teachers also provide excellent opportunities for pupils to apply the skills they acquire across a range of subjects. During the inspection, Year 6 pupils collaborated to write some highly sophisticated poems which they duly word processed using their laptop computers.
- Teachers have high expectations of how pupils should learn and apply themselves. This is typified by high levels of challenge for pupils across the range of abilities. Challenge is extended by homework, which is used to good effect to extend pupils' learning and understanding by encouraging them to learn independently, not only in, but also beyond the classroom.
- Pupils' respond exceptionally well to the frequent encouragement they receive from all adults. Pupils appreciate that their efforts are celebrated and their achievements recognised and this positive learning environment helps them to go even further forward as learners.
- Assessments of pupils' attainment and progress are accurate and the planning of the next stages of their learning is meticulous. Individual work and work in small groups are highly effective for those pupils who, at times, find some aspects of learning difficult and for those who have particular talents – for example, in music, writing and sport.

The behaviour and safety of pupils are outstanding

- Pupils' exemplary attitudes to their learning are based on excellent relationships with teachers and other adults. When asked what he liked most about the school, a Year 6 pupil said, 'Learning! Our teachers are brilliant at making us work things out for ourselves.' Another pupil said, 'Our teachers are fantastic. They always give all the help we need.'
- Pupils show great pride in their school and support and respect others. They are always eager to help each other and the adults. They are very sensitive and caring towards each other, particularly to those pupils whose circumstances make them vulnerable and who, sometimes, face challenges in their lives.
- Pupils are unequivocal that there is no bullying in the school and are confident that should any occur the adults would bring about an amicable resolution. The school has ensured that pupils are well informed about bullying in its various guises, including bullying that might arise through the misuse of computers and other communication devices.
- Parents and staff are unreservedly positive about pupils' behaviour and safety. Pupils are very aware of how to keep them safe and know that adults are always ready to listen and help resolve any problems encountered.
- All staff has a highly consistent approach to promoting and sustaining good behaviour. Pupils greatly appreciate that their efforts to behave responsibly are recognised.
- Pupils attend regularly. Attendance is, occasionally, adversely affected by unavoidable, lengthy absences for illnesses.

The leadership and management are outstanding

- The school benefits greatly from the highly effective leadership of the headteacher. The whole staffs are united in their drive for continued improvement and to make the school even better. Enabling everyone to succeed to the best of their ability, whether they are pupils or members of staff, is at the heart of the school's work and is founded on the commitment to ensure equality of opportunity for all and the elimination of all forms of discrimination.
 - The school's self-evaluation and plans for continued improvement are realistic and much thought is given to their production. Over recent years, major improvements in pupils' progress and the standards they attain serve to illustrate the school's capacity to become even better in the future.
 - The local authority's help for the school's improvement has been unwaveringly supportive, positive and effective. The authority continues to monitor performance, but the school's success means it is regarded as, currently, not requiring close support.
 - The performance management of staff, their professional development and their accountability for the quality of the school's work are central to improving day-to-day teaching and learning. Leaders ensure every adult is committed to sustaining the quality of their work to a high standard. Typical of this is the very successful support and training provided for teaching assistants to develop their competences to a high level, from which pupils benefit greatly.
 - The excellent range of learning activities provided for pupils makes a significant contribution to their success as learners. Consequently, they make outstanding progress in literacy and other skills. There is an excellent balance between promoting pupils' academic progress and their personal development. For example, 'The Little Owls' pre-school group prepares children well for starting in the Reception class. Many pupils benefit from the breakfast and after-school clubs.
 - A wide range of additional activities enhance pupils' learning, and are greatly appreciated by parents. These activities include residential visits and after-school clubs, such as cookery, music and a variety of sports activities which are led by specialist coaches.
 - The school holds the Arts mark award in recognition for its excellent promotion of art, drama and music. These and other daily events, such as assemblies, make a significant contribution to the excellent promotion of pupils' spiritual, moral, social and cultural development.
 - The school engages very effectively with parents who are full of praise for its work. One parent echoed the views of many when she said, 'Bringing my children to Ingoldisthorpe School is the best thing I ever did.'
 - The management of the school's finances and resources is exemplary. This is typified by the very precise evaluation of the impact of additional funding to support pupils who receive the pupil premium and, sometimes, face big challenges in their lives. Consequently, these pupils achieve equally with their peers and rapidly overcome any barriers to learning.
 - **The governance of the school:**
 - is very well informed about all aspects of the school's work
 - is a great advocate for the school and provides excellent support
 - ensures that arrangements to keep pupils safe meet current requirements
 - is very helpful to parents in providing pre-school and out-of-hours provision for their children
 - Holds the headteacher and staff to account for the quality of their work and plays a central
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role in the drive for continued improvement.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 121134 |
| Local authority | Norfolk |
| Inspection number | 402008 |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 96 |
| Appropriate authority | The governing body |
| Chair | Peter Roberts |
| Headteacher | Keith Twaites |
| Date of previous school inspection | 4 November 2009 |
| Telephone number | 01485 541402 |
| Fax number | 01485 544915 |
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