

Ingrave Johnstone Church of England Voluntary Aided Primary School

Brentwood Road, Ingrave, Brentwood, CM13 3NU

Inspection dates 25–26 September 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Over the last three years, pupils' attainment has been higher than the national average at the end of both key stages and across different subjects.
- Pupils in most year groups make good progress, especially in mathematics.
- Children in the Early Years Foundation Stage achieve well, especially in their reading and in their understanding of the world.
- Teaching is mostly good and some of it is outstanding. This helps pupils of all abilities to make good progress.
- The partnership with Trinity Saint Mary's Church of England Primary School is helping the school to improve, especially in the quality of teaching.
- Pupils behave well in lessons and around the school. They feel safe and apply themselves enthusiastically to their work.
- Leaders at all levels know the school well and are ambitious for it to improve. Self-evaluation is accurate and this has contributed to improvements in teaching and in maintaining above-average standards.

It is not yet an outstanding school because

- Attainment in English is not as high as it is in mathematics. Pupils also make slower progress in English than in mathematics.
- Teachers and other adults do not always use questioning and feedback in lessons to help pupils make consistently rapid progress.
- Pupils are not always clear in lessons what they need to do to reach their challenging targets. This is especially so for the more able pupils.
- Pupils do not always show high levels of excitement and a thirst for learning.

Information about this inspection

- Inspectors carried out 11 lesson observations across all year groups, of which four were joint observations with senior leaders from the school.
- Inspectors looked at pupils' work and listened to pupils from Years 1, 2 and 6 read.
- Meetings were held with pupils and school staff, including senior leaders and subject leaders. A telephone conversation took place with a representative from the local authority. Another telephone conversation also took place with a representative from the local Diocesan Board of Education. A meeting was also held with five members of the governing body, including the Chair.
- School documents were also looked at, including safeguarding, information on pupils' achievement and school improvement plans.
- Inspectors took account of the views of 16 parents through the Parent View website. They also spoke with parents as they arrived to bring their children to school. The views of staff were considered through the responses to an inspection questionnaire from 11 staff.

Inspection team

Peter Lacey-Hastings, Lead inspector	Additional Inspector
Philip Scull	Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The headteacher, who is also headteacher of Trinity Saint Mary's Church of England Primary School, has been appointed temporarily. The two schools work together closely.
- The large majority of pupils are from White British backgrounds. A small minority of pupils are from minority ethnic groups.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also slightly below average.
- The proportion of pupils supported through the pupil premium is lower than average. This is additional funding to support pupils known to be eligible for free school meals and children in local authority care.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching so that more of it is outstanding, especially in Key Stage 1, by ensuring that:
 - teachers and other adults use questioning and verbal feedback in lessons to find out how well pupils are learning and to challenge them more
 - teachers plan activities that interest and enthuse pupils more consistently and give them a thirst for knowledge in all lessons
 - more-able pupils are fully challenged to work at tasks that meet their learning needs
 - assessments are accurate and robust, so that teachers plan activities that help pupils make rapid progress.
- Increase rates of progress further, especially in writing, by using information on pupils' achievement to identify in more detail areas for improvement in teaching.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and capabilities that are similar to those typical for their age. Their skills are better in communication and language, physical development and in their personal, social and emotional development than in other areas.
- By the time they leave the Reception class, children's attainment is higher than that expected for their age. In 2013, their attainment was higher than expected for their age in communication and language and in their understanding of the world.
- At the end of Key Stage 1, attainment has been consistently higher than the national average for the last three years in all subjects. Attainment is higher in mathematics than it is in reading or writing. It is not as high in writing as it is in reading, but attainment in writing has improved in the last year.
- In the screening check on phonics (linking letters with sounds) in 2012, pupils in Year 1 attained lower results than the national average. In 2013, there was a considerable improvement but comparisons with national scores are not yet published.
- Progress in Key Stage 1 varies. Pupils make better progress in reading than they do in mathematics and writing. This is because the teaching of how letters link with sounds (phonics) is better than in other areas of learning.
- Attainment at the end of Key Stage 2 is higher than national averages. Attainment is higher in mathematics than it is in English. This is true for each of the last three years.
- Overall, pupils in Key Stage 2 make good progress. Their progress is quicker in reading than in mathematics or writing. Their progress in writing is slower than in other subjects. There is some variation in the progress made by different year groups, but most year groups make good progress.
- Pupils read books that are well matched to their abilities. Pupils apply their phonics skills well in order to read unfamiliar words. They also use a range of reading skills to get meaning from what they read, although sometimes they rely too much on 'sounding out' words. Older pupils read with fluency and are able to discuss why they choose particular kinds of book.
- Pupils supported through the pupil premium make similar progress to that of other pupils in the school. Pupils from minority ethnic groups also make similar progress to other pupils. This is true across different subjects and across different year groups.
- Disabled pupils and those who have special educational needs make good progress and this is similar to that of other pupils. They also make quicker progress in reading than in other subjects. Their progress is also slower in writing.
- The progress of more-able pupils is not always as fast as that of their classmates, particularly in Key Stage 1.

The quality of teaching is good

- Teaching is mostly good and some of it is outstanding. Work is well planned and activities meet the needs of most ability groups. This means that pupils make good progress overall from their different starting points, but this is not always the case for more-able pupils.
- Other adults are used well and help pupils to make good progress by supporting them through clear explanations. They use effective questioning that challenges pupils to think for themselves.
- The teaching of writing is improving. This is helped by pupils practising writing skills in different subjects. For example, they wrote about reasons why a railway station might have been built in the village during Victorian times.
- Teachers mark pupils' work effectively so that they know how well they have done and how to improve their work. They also have opportunities to respond to teachers' comments so they can show that they are using marking to make good progress. The use of 'even better if' comments by teachers helps pupils to understand which areas of learning they need to improve.
- Verbal assessment and feedback are mostly used well to help pupils progress. Questioning is also effective in helping whole classes understand how to improve their work. However, this questioning and feedback is not always directed enough at different groups or individuals in order to challenge them more, especially more-able pupils.
- Assessments of pupils' work are mostly accurate, but teachers are not always robust and rigorous enough in using information on pupils' progress to plan work that challenges all pupils. This is particularly the case in Key Stage 1, where pupils are not always challenged enough and feedback does not always help pupils know how to improve their work.
- In lessons, there are high expectations on pupils to apply themselves to the task and of what most pupils are capable. This is true for most ability groups but more-able pupils are not consistently given challenging enough activities.

The behaviour and safety of pupils are good

- Behaviour throughout the school is good. Pupils are courteous and polite to each other and to adults. They are attentive in lessons and apply themselves to the task at hand. They respond well to the high expectations set by staff.
- Sometimes pupils show behaviour that is outstanding. For example, during an assembly they behaved extremely well when some pupils led the assembly with maturity and enthusiasm. Pupils also responded to guidance and direction from each other, such as when pupils led a prayer.
- At playtimes, pupils play well together and say they always feel safe. This is helped by the use of older pupils as 'playground buddies' who support and encourage younger pupils. Pupils enjoy this responsibility and carry it out in a mature way.
- Pupils understand the school's behaviour policy. They know that there are consequences for poor behaviour and can see the need to have rules and routines to keep them safe and happy. They feel this works well and that behaviour in the school is consistently good.

- Attendance has been above the national average for the last three years and pupils enjoy coming to school. Exclusions are very rare and staff at the school manage the behaviour of pupils well.
- In lessons, pupils' behaviour is good because relationships are good and pupils' energy and attention are directed into learning. Pupils behave well and follow instructions and guidance from teachers and other adults. However, they do not always show enthusiasm and excitement in their approach to learning.

The leadership and management are good

- Along with other leaders and the governing body, the new headteacher is ambitious for the school to do well. They have a clear set of plans that are bringing about improvements. This has started with an accurate self-evaluation of the school's effectiveness and a focus on important areas such as the quality of teaching.
- Improvements to the quality of teaching are being well led by the headteacher, who is also providing training and coaching for other leaders to become more effective in monitoring their areas of responsibility. Subject leaders are more active than they were; for example, in carrying out lesson observations, looking at pupils' work and writing action plans.
- There are good partnerships, especially with the local diocese and Trinity Saint Mary's Church of England Primary School, that the headteacher also leads. The diocese has provided support and advice regarding staffing arrangements.
- Links with the partnership school are good. Teachers from each school work together to improve their classroom practice and their roles as subject leaders. They attend training together.
- The local authority provides half a day each term for advice and support on school improvement and regularly monitors the achievement of pupils in the school. The local authority has rightly taken a light-touch approach because the school has been effective in helping its pupils to achieve well.
- Funding is used carefully, such as the new funding for school sports. This is directed at training for staff, play equipment and the use of sports coaches to work directly with pupils.
- Subjects are taught through themes and topics, and this helps pupils to learn about their own lives. For example, they have learnt about the school's history on its recent centenary, and younger pupils have studied a topic on farming, which included a tractor being brought into the school. Other topics have included 'Vile Victorians' and 'To the Moon and Back'.
- Performance targets for teachers are closely linked to pupils' achievement and the national Teachers' Standards. The governing body ensures that pay rises are only awarded where teaching is good and pupils are making good progress.
- **The governance of the school:**
 - Members of the governing body know the school well, have a clear vision for the school and are committed to its improvement. For example, they are keen to further strengthen the good partnership with Trinity Saint Mary's Church of England Primary School. The governing body has carried out a self-evaluation of its work and has identified clear areas where it seeks to

improve. For example, governors want greater knowledge and understanding about pupils' progress to help them know how effective the school is. They have attended a range of training; for example, on safeguarding and headteacher recruitment. The governing body works well with the headteacher and other staff and meets subject leaders. Governors challenge the headteacher, asking searching questions about the school's performance and using their expertise in relation to school finances to check budgets regularly. The governing body knows how much funding the school receives through the pupil premium and what it is spent on, such as computer equipment and one-to-one support. They also know that the supported pupils make similar progress to other pupils in the school.

What inspection judgements mean

School		
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

Unique reference number	115154
Local authority	Essex
Inspection number	429645

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

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	210
Appropriate authority	The governing body
Chair	Richard Horton
Headteacher	Christina Gooday
Date of previous school inspection	12 February 2009
Telephone number	01277 810218
Fax number	
Email address	admin@ingravejohnstone.essex.sch.uk

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