

Ingatestone and Fryerning Church of England Voluntary Aided Junior School

The Furlongs, Ingatestone, CM4 0AL

Inspection dates 25–26 September 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Strong leadership from the headteacher, senior leaders and governors has brought about improvements in teaching and pupils' achievement.
- Teachers plan thoroughly, have clear expectations, set regular homework and are enthusiastic in the way they teach different subjects. Pupils behave well at all times, are attentive in lessons and the overwhelming majority make good progress as a result.
- Pupils feel safe in school and know how to keep themselves safe, especially when using new technology.
- Senior leaders, teachers and subject leaders check regularly how well pupils are doing. This helps them to identify any gaps in pupils' learning and give them extra support to help them catch up quickly.
- Disabled pupils and those who have special educational needs are identified early. They are given extra support so they progress equally as well as other groups of pupils.
- The school promotes pupils' social, moral, spiritual and cultural education particularly well.
- Parents, carers, governors, staff and pupils all agree that behaviour in the classrooms and around the school is good.
- Governors are well informed and support the school effectively. They rigorously hold leaders to account for the progress pupils make.
- The school links well with local schools and the community.

It is not yet an outstanding school because

- Occasionally, teachers set work for the most able pupils that is too easy and they do not always make the best possible progress.
- In a few classes, the presentation of pupils' work and handwriting is sometimes untidy.
- Not all teachers always make sure pupils understand what they need to do to improve their work, or check that pupils have responded to their advice.

Information about this inspection

- The team made 15 class observations, two of which were carried out jointly with the deputy headteacher. Inspectors visited all classes to look at pupils' work.
- Inspectors heard pupils read, attended two assemblies and looked at pupils' books with the deputy headteacher.
- The team looked at a wide range of school documents, including safeguarding and curriculum materials, monitoring files, policies and the school's self-evaluation report.
- The team spoke with pupils over lunch, in the classroom and in the playground. Discussions were held with the deputy headteacher, teachers, parents, nine members of the governing body and a representative from the local authority.
- Inspectors took account of 71 responses to the online questionnaire (Parent View) and spoke with several parents at the Macmillan Coffee Morning.
- Inspectors also considered the responses from 21 staff questionnaires

Inspection team

Gillian Bosschaert, Lead inspector

Additional Inspector

Mehar Brar

Additional Inspector

Full report

Information about this school

- The school is average in size for a junior school.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported by school action plus, a statement of special educational needs or the new education, health and care plan is well below average.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. It provides additional funding for pupils in local authority care and those known to be eligible for free school meals.
- The pupils are taught in six mixed-age classes, each covering two year groups - Years 3/4 and 5/6.
- The school meets the government's current floor standards, which set the minimum expectations for progress and standards in reading, writing and mathematics.
- At the time of the inspection the headteacher and a senior member of staff were in China as part of the DfE England-China Exchange Research and Innovation Project. A programme arranged by the Hertfordshire and Essex mathematics hub.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding by making sure that:
 - teachers set more demanding work for the most able pupils in all classes so that they make the best progress of which they are capable
 - teachers' marking across all classes shows pupils how they can improve their work, and teachers check that pupils learn from the advice given
 - pupils take more care with their handwriting and the presentation of their work.

Inspection judgements

The leadership and management are good

- The headteacher, deputy headteacher, other leaders and governors have a very clear understanding of where they want the school to be and how to get there. They are fully aware of the strengths and weaknesses of the school and areas for improvement have been clearly identified. They have created a culture where teaching and good behaviour flourish. They are moving the school forward to further raise standards from good starting points.
- Leaders, teachers and teaching assistants are a collaborative team who have the best interests of the pupils at the heart of all they do. They have a proven capacity to improve.
- The headteacher and senior leaders have set higher goals for every child in the school in English and mathematics. Subject leaders assess their progress towards these goals regularly every six weeks with class teachers. This ensures that any pupil who is in danger of failing behind, or who is not making enough progress is quickly identified and support strategies are put in place.
- The deputy headteacher carefully monitors the impact of support for all pupils and especially the very small number who are entitled to pupil premium funding and those who have disabilities or special educational special needs. This has ensured that all pupils make at least the progress they should and some make rapid progress.
- The systems to improve individual teachers' teaching are closely linked to the levels of progress pupils make within their class. They also link to a programme of training which is related to whole-school development priorities for teachers and non-teaching staff. Areas identified through the management of staff performance are clearly recorded and monitored.
- Subject leaders make regular checks that help them to know the strengths and areas for development in their subjects. They are able to identify how effective their actions to improve have been. For example, they have changed the standard, and examined the content, of reading books for pupils in Years 3 and 4 who find reading difficult, and introduced higher-level grammatical text books in Years 5 and 6 to develop the way in which English, grammar, punctuation and spelling is taught.
- The staff have undertaken training to develop the new arrangements for teaching different subjects. Teachers have planned a two-year cycle to ensure that subjects are taught in depth and not repeated. The school is seeking guidance from the local authority before it makes any changes to the way in which it checks how well different groups of pupils are doing.
- Senior leaders track pupils of all abilities to make sure that they make progress in each subject, including physical education. The primary school sports funding has been used to provide a wider range of clubs and activities, for example fencing and Gaelic football. Pupils and parents say that the range of activities is a positive feature of the school. The variety and quantity of clubs and activities have contributed to pupils having healthier lifestyles.
- Pupils' social, moral, spiritual and cultural development is promoted well. The school is a harmonious community which celebrates the achievements of pupils, faith festivals and cultures. 'Play leaders' look after pupils well in the playground.
- All areas of safeguarding are rigorously checked. Pupils are taught how to keep themselves safe both in school and at home.
- The curriculum is designed to ensure that pupils develop a good understanding of life in modern Britain. Indian and Latin dancing lessons help pupils learn about cultural diversity also the study of countries and cultures such as Egypt and India. Trips to museums and parks support an understanding of history. For example, a visit to St Albans gave pupils an insight into how the Romans influenced Britain by building roads, baths and under floor heating.

- The local authority has given effective support to help the school move forward. Different advisors have supported senior leaders in raising standards and improving teaching.

■ **The governance of the school:**

- Governors bring a range of expertise to the school. Some have teaching backgrounds and others come from industry and the local church community. This has ensured that all areas of governance are covered well. The local authority has helped governors to understand school performance information and this has enabled them to challenge senior staff effectively. They understand how well pupils do compared to all schools nationally.
- Governors visit the school regularly and once a year have a 'Governors Day' to ensure they fully investigate and understand their particular area of responsibility. They talk to parents, teachers and pupils. They are aware of any group of pupils or member of staff who may be underperforming and appropriately hold senior leaders to account for the quality of teaching.
- Governors manage the performance of the headteacher very effectively. They ensure the systems for managing the performance of staff are robust and reflected in decisions about their pay progression.
- The governing body ensures that legal requirements are met, including for safeguarding, and that finances are secure. They make sure that additional government funding is used effectively by checking that pupils, who are given extra support, make good progress.
- They ensure that British values are promoted and that pupils are well prepared for life in modern Britain by examining and discussing the implementation of the new National Curriculum.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' attitudes to learning are very positive across subjects and with different staff, and this contributes to their good progress.
- Pupils are eager to learn and willingly participate in activities and take on responsibilities wholeheartedly. For example, all classes were involved in the Macmillan Coffee Morning. They each ran stalls or took part in the many organised games, taking very seriously the need to raise money for cancer research.
- School documents show that bullying is rare. Parents who spoke to inspectors and those who responded to the online questionnaire expressed no concerns in this area.
- Within the school community, respect and courtesy are held central to all relationships and conduct. Pupils have opportunities to reflect on those less fortunate than themselves through topics and through assemblies. They are aware of the need to care for the environment and sustain the world's natural resources.
- Occasionally a few pupils do not ask for help, or further challenge, when they need it in lessons. They wait patiently and quietly until an adult intervenes, so their progress is not quite as good as it could be.
- The school's work to keep pupils safe and secure is good. Pupils know how to keep themselves safe inside and outside school, and when using modern technology, for example on the internet or mobile phone.
- Attendance was average in 2013. The headteacher has been working with families to improve this and interviews all parents where there is a concern. Although a few holidays are taken in term-time, the school's work has resulted in attendance improving this year. No pupils have been excluded.

The quality of teaching is good

- Teachers plan lessons carefully together, to ensure that all pupils make good progress and all classes in the same year groups are covering the same subjects.
- Teachers regularly check on how well pupils are doing alongside the English and mathematics leaders, so that any pupils falling behind are identified early. They receive one-to-one tuition or extra help in small

groups to catch up. The work in pupils' books shows that they make good progress over time.

- The progress of disabled pupils and those who have special educational needs is also checked carefully. If a support programme does not bring about improvement, it is discarded and an alternative is found. Senior leaders keep programmes such as these under constant review to ensure that pupils continue to make good progress.
- Teachers across the school show that they have good subject knowledge. They give clear explanations which enable pupils to start work quickly. Teachers use learning time efficiently and pupils make good progress because teachers pick up common mistakes during the lesson and discuss them with the class.
- Homework is set regularly and pupils respond well to it. Work in pupils' books show they are set a variety of different tasks in different subjects and topics. Parents are encouraged to be involved and many take up this opportunity.
- Teaching assistants play a valuable role in pupils' learning. Very effective liaison between teachers and the teaching assistants results in pupils of all abilities being well supported. This has helped to ensure that all groups of pupils make good progress.
- Teachers have high expectations for most pupils. Although work is planned for different levels of ability, occasionally it is not sufficiently challenging for the most able. Sometimes teachers only expect these pupils to produce a greater quantity of work or use slightly higher numbers, rather than tackling harder tasks that will enable them to use the knowledge and skills they have learnt. For example, when carrying out work on doubling, one or two pupils were able to work out decimal fractions but had not been asked to extend their work from whole numbers.
- Teachers have rightly concentrated on improving what pupils are reading and writing and how much writing they manage to produce. Pupils' books show a growing quality and quantity of work. However, this is not always well presented.
- Marking is not yet consistently helpful across the school. Sometimes teachers praise pupils for the content of their work but do not give advice on how to improve it.

The achievement of pupils

is good

- Pupils enter the school with above-average levels of attainment; by the time they leave at the end of Year 6 they have all made good progress. The proportion of pupils making and exceeding the progress expected of them compares favourably with the national average. The 2014 school's data show that the proportion exceeding expected progress in mathematics and English has increased.
- The small number of disabled pupils and those who have special educational needs make good progress in reading, writing and mathematics.
- The very small number of disadvantaged pupils who are supported by the pupil premium also make good progress. This is because they are carefully monitored every six weeks and given individual help. There have been too few eligible pupils in Year 6 to make detailed judgements on their attainment without risk of identifying individuals, but the gap between these pupils and their classmates has decreased over the past three years.
- Pupils who read to the inspectors were reading books at the appropriate level for their ability. Pupils made good attempts to use their basic knowledge of letters and sounds to split up and build unknown words. The subject leader has given each class a budget to spend on new books. This is addressing the need for simpler vocabulary in the books available to the pupils. The standard of reading is improving.
- The school has used the sports funding appropriately to increase pupils' participation in sport, including competitive sport. Sports coaches work alongside staff to improve the quality of teaching in physical

education, and this has helped pupils to reach further stages and become more successful in competitions. For example, girls have entered the Brentwood football tournament, and both girls and boys in Years 5 and 6 were winners in the Brentwood rowing team competition. The pupils have taken part in a range of sporting competitions and tournaments at local and county level.

- The most able pupils make good progress in reading, writing and mathematics. At times a few pupils do not have enough challenging work to make even better progress and reach the highest levels of attainment.

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	115193
Local authority	Essex
Inspection number	448453

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	181
Appropriate authority	The governing body
Chair	Rene Horner
Headteacher	Neil Taggart
Date of previous school inspection	10 June 2010
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