

# Ingrave Johnstone Church of England Voluntary Aided Primary School

Brentwood Road, Ingrave, Brentwood, Essex CM13 3NU

## Inspection dates

26–27 June 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The strong and determined leadership of the headteacher and senior leaders has brought about rapid improvement, following a decline since the previous inspection.
- Leaders and governors have high aspirations and an accurate view of the school's strengths and weaknesses. They are taking effective action to ensure that recent improvements are built on and sustained.
- Leaders' actions to improve teaching, learning and progress in reading, writing and mathematics have had a positive impact in raising standards at the end of key stage 1 and key stage 2. However, too few pupils are writing at greater depth within the expected standard at the end of both key stages.
- Most current pupils are making good progress from their starting points.
- The curriculum provides interesting opportunities for pupils to apply their English and mathematics skills when learning other subjects. Staff promote pupils' spiritual, moral, social and cultural development well.
- The quality of education in the early years is good. Children enjoy relevant and exciting experiences in all areas of learning that help them to make good progress from their starting points.
- Phonics is taught well, providing pupils with a good foundation in their early reading skills.
- The school ensures that pupils are safe and well cared for at all times. Pupils say that they feel safe and enjoy school. They attend well.
- Pupils' personal development, behaviour and welfare are good. They are confident, respectful and polite. Pupils' positive attitudes support their learning well.
- Teachers plan interesting learning activities. Occasionally, most-able pupils are not always given sufficiently challenging work. Some pupils do not regularly develop their reasoning and problem-solving skills in mathematics.
- Subject leadership in English and mathematics is highly effective. Leadership of other subjects is less well developed.

## Full report

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

- Improve leadership and management by:
  - continuing to develop subject leaders' skills to increase their effectiveness in driving improvements across all curriculum subjects.
- Improve the quality of teaching and learning and pupils' progress by:
  - ensuring that work challenges the most able pupils throughout lessons
  - increasing the proportion of pupils who are writing at greater depth at the end of key stages 1 and 2
  - ensuring that all pupils have regular opportunities to reason mathematically and solve problems.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders are determined and have a clear vision, which sets high expectations of staff and pupils. All staff commit to this vision and their morale is high.
- The headteacher is uncompromising in his drive to raise standards. Over the two years since his appointment, his urgent and decisive actions have had a positive impact, as seen in pupils' improving achievement across the school. Much improved key stage 1 and 2 national test results in reading and mathematics in 2017 were testament to his strong leadership in raising the quality of teaching and learning. The drive for improvement continues relentlessly.
- Leaders have implemented an effective programme of staff development, which all staff welcome. High-quality training opportunities and regular mentoring support the development of new teachers. Some staff have benefited from visits to other schools to observe good practice. The standard of teaching is good and continuously improving.
- Leaders' evaluations of the school's strengths and areas for development are accurate. They clearly identify how they will tackle areas where they know that the school needs to improve further. This rigorous approach has brought about the improvements seen to date in reading, writing and mathematics.
- All leaders have clear roles and responsibilities. They are passionate about their work and committed to making the school even better. The leaders for English and mathematics are highly effective. Until recently, the leadership of some other subjects has been less effective as some leaders did not have the skills required to fully develop their subjects. However, they have benefited from good-quality training, which means they are now better placed to drive improvements in their subjects. Subject leaders know what needs to be done and they are beginning to put their plans into action.
- Leaders and teaching staff have focused on improving outcomes for pupils. Most of the current pupils are now making good progress in their learning, so their attainment is rising.
- The curriculum covers a wide range of subjects. Leaders and teachers plan and deliver topics and opportunities that interest and excite pupils and provide inspiration for their writing. A variety of visits and visitors ensure that learning is extended beyond the school and village. These make a positive contribution to pupils' personal development.
- Leaders promote pupils' spiritual, moral, social and cultural development well. The school's values are understood and modelled by pupils and staff alike. Pupils have regular opportunities to learn about different faiths and cultures.
- Pupils have an appropriate understanding of fundamental British values. They learn about democracy, for example, through voting for members of the school council and through mock elections.
- Leaders have high expectations of what all pupils, including those who are disadvantaged, can achieve. They manage the pupil premium funding effectively to support disadvantaged pupils and regularly review the impact of this funding.

Consequently, these pupils are making good progress from their starting points.

- Leaders have a good knowledge and understanding of the needs of pupils who have special educational needs (SEN) and/or disabilities. There are clear processes for identifying these pupils, which are understood by all staff. Pupils have detailed programmes of support which ensure that they make good progress from their starting points.
- The primary physical education and sport premium is being used well. Leaders closely monitor the impact of this additional funding by evaluating levels of pupils' participation in school clubs and sporting events, which is increasing. Specialist sports coaches deliver various clubs and lessons. Staff have benefited from observing the teaching of these specialists, which has improved their confidence and expertise. Pupils benefit from a range of sports equipment to use in the playground and also a variety of after-school clubs.
- The majority of parents who responded to the online survey, Parent View, commented positively about the school and its leadership, and most would recommend the school to other parents.
- Leaders have drawn on support from the local authority and the Diocese of Chelmsford. This has contributed effectively to improvements in the quality of teaching, learning and leadership.

### **Governance of the school**

- The governors bring a range of appropriate professional skills and experience to the school, which enable them to both challenge and support leaders effectively.
- Governors receive detailed information about the achievement of different groups and are adept at interpreting this. They visit the school regularly and participate in monitoring activities alongside leaders. They are well aware of the school's strengths and areas that need to improve. They know that in the past some pupils had not made consistently good progress, and they are strongly committed to the school's continuing improvement.
- Governors are clear about how additional funding is used, and they ensure that leaders are creating a culture of effective safeguarding. They regularly review all aspects of safeguarding.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have ensured that there is a safe culture in the school. Training for staff and governors is thorough, relevant and up to date. Robust procedures for the safe recruitment of staff are in place.
- The school works effectively with parents to ensure pupils' safety. For example, parents are invited to school to attend information sessions, which help them to support their children to stay safe when working on the internet or using social media.
- The curriculum provides appropriate opportunities for pupils to learn how to stay safe,

including when working online. Pupils say that they feel safe in school and that when they have concerns staff take them seriously and sort them out. Parents agree that this is the case. One typically commented: 'As a parent, I am extremely happy with my child's progress at school. The school goes over and above what I would expect and provides a safe and inclusive environment where my child feels nurtured.'

## Quality of teaching, learning and assessment

**Good**

- The quality and consistency of teaching across the school have improved as a result of the effective actions that leaders have taken. Teachers have developed their skills in meeting the national curriculum requirements. This is ensuring that current pupils in all year groups are making good progress.
- Teachers have good subject knowledge and high expectations of what pupils can achieve. They ask challenging questions that make pupils think, as well as identifying any misconceptions that they may have. They assess how well pupils are learning on a daily basis and adjust their planning accordingly to ensure that the work set is demanding for all. Teachers challenge individual pupils with feedback about how their work could be even better, and they rise to this challenge.
- Teaching assistants make an important contribution to learning. They are well briefed and know pupils well. These additional adults target individual, and groups, of pupils for extra support and challenge, which helps them to learn successfully.
- Teaching allows pupils to discuss their work and share their ideas. Pupils respond positively to this. They listen to each other and collaborate effectively, often supporting each other and checking and editing their work. Teachers set clear targets for pupils and support them to assess their own progress. Pupils know what they need to do to improve their work, which helps to develop their skills.
- The teachers are focusing on improving pupils' writing to increase the proportions of pupils who are writing at greater depth within the expected standard at the end of key stages 1 and 2. Most are making good progress and their writing is improving. Most pupils join their handwriting using cursive script by the end of Year 2. Teachers effectively include opportunities for writing in other subjects across the curriculum. For example, pupils in Year 5 had produced high-quality extended writing in their science work when writing about an investigation.
- A high proportion of pupils reach the expected standard in mathematics at the end of key stage 1 and key stage 2, reflecting pupils' good fluency in understanding concepts and remembering and applying their knowledge. Opportunities to develop pupils' reasoning skills are evident in their books. However, some pupils do not move on to these tasks quickly enough, because they spend too long on fluency tasks.
- The teaching of phonics is effective. Pupils use their phonics skills accurately to blend sounds or as a basis for spelling. Pupils show a love of reading, which is reflected in the high proportions who reach and exceed the standard expected at the end of Year 6.

- Teachers mostly plan work that challenges all pupils appropriately and they include additional challenge for the most able. However, sometimes these pupils spend too long at the start of lessons completing tasks that are too easy before getting on to more difficult work.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Throughout the school, pupils are polite, friendly and welcoming. They show highly positive attitudes to all areas of school life, including their learning. They can articulate and show good understanding of the school's values. When asked what they liked best about school, all pupils identified an aspect of learning.
- Pupils treat one another and staff with courtesy and consideration. In lessons, they collaborate well, listening to and supporting each other. Warm relationships permeate the school. All staff know pupils very well and pupils are appreciative of what adults do for them.
- Pupils enjoy a range of opportunities to take on responsibilities. For example, older pupils act as 'buddies' to younger pupils. Pupils are elected to be members of the school council, and others to be prefects. Others act as play leaders or are involved in the collective worship group.
- Pupils feel safe and are taught how to keep themselves safe. For example, they learn how to work safely when using the internet and can recall visitors to school who have talked about different aspects of keeping safe.
- Pupils are happy to talk to staff about any concerns. They know that they can go to 'the den' and speak to a particular member of staff if they are feeling sad. They are also confident that any adult will listen to and sort out problems, if they have them. Younger pupils feel supported by older pupils through the buddy system.

### Behaviour

- The behaviour of pupils is good. Leaders have created a culture where respect and care for each other have a high profile. Pupils' conduct throughout the day is excellent. They cooperate well both in lessons and in the playground where they enjoy using a range of sports equipment.
- During an assembly led by the parish priest, pupils showed a high degree of respect for each other and adults, and great enthusiasm for learning.
- Pupils show a good understanding of the behaviour management system. The positive relationships fostered between pupils, and also between pupils and staff, ensure that there are very few incidents of poor behaviour. Low-level disruption is extremely rare.
- Most pupils attend regularly, reflecting their enjoyment of school and learning. Current attendance is just above the national average. The percentage of pupils who are regular non-attenders is small and continues to diminish.

## Outcomes for pupils

Good

- Outcomes for pupils are being strengthened by strong and determined leadership, which has led to improvements in teaching, learning and assessment. School assessment information, supported by evidence of work seen in pupils' books, indicates that the progress of all groups of current pupils is good across the school in reading, writing and mathematics, and in a range of other subjects, such as science, information technology and physical education.
- Children are well prepared for learning in Year 1 because of the strong teaching in the early years.
- Pupils' early reading skills are effectively developed. In 2017, the proportion of pupils who reached the expected standard in the phonics screening check was above that seen nationally. Pupils enjoy reading a variety of exciting texts and they read regularly both in and out of school. They apply their phonics skills well to support them when reading and writing.
- At the end of key stage 1, in both 2016 and 2017, the proportions of pupils reaching the expected standard in each of reading, writing and mathematics were above average. Too few pupils, however, were working at greater depth in these subjects. The strong progress seen in pupils' books shows that attainment is rising and more pupils are working at greater depth.
- Standards in key stage 2 are improving rapidly. The work seen in pupils' books, together with the school's latest information about pupils' learning, confirms that attainment is rising in reading, writing and mathematics. More pupils are working at the higher standard in reading and mathematics. Writing is not as strong, but it is improving.
- There are too few disadvantaged pupils in the school to make meaningful comparisons. The school regularly checks the progress of all pupils, and any pupil who is at risk of falling behind receives appropriate additional support. This includes those who are disadvantaged. Consequently, these pupils make good progress from their starting points.
- Pupils who have SEN and/or disabilities are well provided for. There are clear strategies, which are understood by all staff, for assessing pupils and identifying and meeting their needs. Strong leadership ensures that expectations of pupils' progress is high. Planning is detailed and thorough and contributes well to pupils' good progress. This includes those pupils who have an education, health and care plan.
- The most able pupils are generally making good progress. Even so, they are not always challenged well enough throughout lessons and sometimes work through easier work when they are capable of striding ahead.

## Early years provision

Good

- Most children start the early years with skills and abilities that are broadly in line with those that are typical for their age.
- The proportion of children achieving a good level of development at the end of the Reception Year is consistently above average. Consequently, children are well prepared for learning in Year 1.
- The quality of teaching in the early years is good. This means that all children, including those who are disadvantaged, or who have SEN and/or disabilities, progress well from their starting points. This is evident in their learning journeys, which show clear development over the year for children of all abilities, including those who are most able.
- The early years environment is bright, attractive and well organised. It provides rich experiences across all areas of learning. Adults plan exciting themed learning activities that engage children well, whether they are working with an adult or independently.
- During the inspection, children were highly engaged in activities planned around the story of 'The Gruffalo.'. Some were outside making a suitable home for the Gruffalo in the construction area, which was an activity linked to their previous learning about habitats. Others were making models with Play-Doh. Some children were rewriting the Gruffalo story independently and they produced impressive writing. As part of the drive to improve writing across the school, cursive script has been introduced in the early years and this is having a positive impact on children's letter formation and handwriting.
- Children behave well and show sustained concentration with their learning. They listen to each other, take turns and share equipment kindly. Routines are well established and children respond well to adults' high expectations.
- The early years is well led. The early years leader and all her staff know children well and are aware of their needs and starting points. Relationships are strong and adults ensure that children are kept safe within their caring environment. All safeguarding requirements are fully met.



## School details

Unique reference number	115154
Local authority	Essex
Inspection number	10037638

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Victoria Powell
Headteacher	James Rogers
Telephone number	01277 810 218
Website	<a href="http://www.ingravejohnstoneprimaryschool.co.uk">www.ingravejohnstoneprimaryschool.co.uk</a>
Email address	<a href="mailto:headteacher@ingravejohnstone.essex.sch.uk">headteacher@ingravejohnstone.essex.sch.uk</a>
Date of previous inspection	25–26 September 2013

## Information about this school

- Ingrave Johnstone is smaller than the average-sized primary school. Most pupils are of White British heritage.
- The proportion of disadvantaged pupils who are known to be eligible for support through the pupil premium funding is much lower than the national average.
- The proportion of children who have SEN and/or disabilities is below the national average. The proportion who have an education, health and care plan is above the national average.
- Since the previous inspection, the school has experienced numerous changes in leadership, teachers and other staff.
- The school meets the Department for Education's definition of a coasting school, based on key stage 2 academic performance results in 2015 to 2017.
- The school meets current government floor standards, which are the minimum

expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed learning in all classes, including jointly with the headteacher and deputy headteacher. They reviewed in detail the work in pupils' books across a range of subjects.
- Inspectors listened to some pupils in Year 2 read. They spoke to pupils while visiting classrooms and when they were in the playground. Additionally, inspectors spoke to two groups of pupils more formally to ascertain their views of the school.
- A range of meetings were held, including with governors, the head and deputy headteacher, middle leaders and members of teaching staff. The lead inspector held a telephone conversation with a representative of the local authority.
- Inspectors scrutinised various documents and information provided by the school. These included information relating to pupils' progress and the school's view on how well it is doing. Inspectors also reviewed the school improvement plan, documents relating to safeguarding, the school's monitoring of the quality of teaching and learning and records of behaviour and attendance.
- The views of parents were gathered when they were delivering their children to school, and inspectors took account of 56 responses to Parent View, the online questionnaire for parents. They also considered 26 written responses and comments from individual parents who contacted the lead inspector by telephone during the inspection.

## Inspection team

Joan Beale, lead inspector

Ofsted Inspector

Kevin Rae

Ofsted Inspector

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