

Inspection of Ingham Primary School

The Green, Ingham, Lincoln, Lincolnshire LN1 2XT

Inspection dates: 4 and 5 October 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are happy at Ingham Primary School. They enjoy coming to school and have positive relationships with one another and staff. Pupils are polite, confident and friendly when talking to visitors. One girl said, 'Everyone is friends at our school.'

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Teachers support pupils to become fluent readers and to develop their knowledge of mathematics. Teachers in the Reception class prepare children for the next stage of their education.

Behaviour in lessons is calm. Children in the Reception class learn about how to behave and how to look after themselves. Older pupils behave well. Pupils do not worry about bullying. Adults deal with the rare instances of poor behaviour and bullying that do occur. Pupils say that they feel safe. They benefit from support and care from teachers who know them well.

Leaders work hard to provide pupils with wider opportunities. Pupils broaden their horizons and develop their social skills through trips to Boggle Hole and the Holocaust Museum. Girls and boys join in with a joint netball and football club. Some pupils recently attended the filming of a 'Blue Peter Strictly Come Dancing' special.

What does the school do well and what does it need to do better?

Leaders are ambitious about what pupils can achieve socially and academically. They have ensured that the curriculum enables pupils to study a range of subjects. Subject leaders have decided what they want pupils to learn and in what order. For example, children begin to develop their knowledge of mathematics in the early years. They have opportunities to practise counting. They apply their mathematical knowledge to different activities. Pupils continue to complete demanding work in mathematics throughout their time at primary school, building on what they have learned before. Older pupils proudly demonstrate their recall of multiplication facts, for example.

Teachers' subject knowledge is secure. They model activities for pupils to help them complete tasks for themselves. Pupils develop their knowledge over time. They do not always make connections between current and prior learning in the foundation subjects. Systems for checking pupils' understanding are new in these subjects. Teachers are not currently always able to identify exactly what pupils know in these subjects.

Leaders prioritise reading. They have established a well-organised phonics programme. Children begin to learn to read as soon as they start school. Staff have completed phonics training. They know how to support pupils to become fluent readers. Teachers identify pupils who need extra support to learn to read. They provide these pupils with help so that they can keep up with their peers. Pupils

enjoy reading. Those at the early stages of reading take home books which match the sounds they have learned.

Pupils behave well. Teachers in the Reception class teach children about routines and expectations. Pupils know the school systems and know that there are consequences for poor behaviour. Teachers deliver weekly celebration assemblies. Pupils earn merits which add up to bronze, silver, gold and emerald awards. Pupils on the school council help make decisions about rewards systems. Some older pupils do not always show as much pride and engagement in their learning as they could.

Leaders promote pupils' personal development well. Pupils learn about different beliefs, cultures and places around the world. Pupils are adamant that it is important to respect difference. Pupils learn about relationships and about puberty at the appropriate time. Leaders do not yet check pupils' understanding of the personal development topics they have studied.

There are many opportunities for pupils to involve themselves in enrichment activities. Pupils take part in musical theatre club and multisport club. Older pupils are completing mental health training. Athletes from The Mintridge Foundation have visited the school. Children in Reception go on walking tours of the village to think about how buildings change over time.

Leaders promptly identify pupils with SEND. They ensure that teachers know how to support these pupils so that they can learn and achieve. Teaching assistants support pupils effectively in small groups or individually.

Since the last inspection, leaders have focused on ensuring consistency in teaching, in developing the provision for pupils with SEND and in promoting pupils' personal development. Leaders do not yet precisely check the effectiveness of their work to help them bring about further improvement.

Governors know the school and its priorities well. They provide effective support and challenge to school leaders. Staff, including those new to the school and the profession, feel that their workload is manageable. They are overwhelmingly positive about the leadership of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding. All staff demonstrate professional curiosity. Staff know how to report concerns about pupils' welfare. They do so promptly when necessary. Leaders record and analyse information about serious behaviour and safeguarding incidents. These incidents are rare.

Leaders have organised regular safeguarding training and ensure that all staff complete it. They have embedded a new recording system. Records are detailed and

demonstrate that leaders act in a timely manner in response to safeguarding concerns. Leaders work effectively with wider agencies.

Pupils learn about safety. They know how to protect themselves from potential threats online, on the road and from strangers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' checks on what pupils do and do not know in some of the foundation subjects are new. They do not yet check pupils' understanding of the personal, social, health and economic (PSHE) education topics they have studied. This means teachers are not always aware of the precise gaps in pupils' knowledge, or of pupils' misconceptions. Leaders should ensure that teachers understand how best to check exactly what pupils understand so that they can adapt their teaching to address any misconceptions or any gaps in pupils' knowledge.
- Leaders have been proactive in introducing strategies to improve pupils' experiences of school. Leaders do not yet have a precise enough strategic oversight of the school. They are not fully aware of the impact that their strategies to bring about further improvement are having. Consequently, they do not routinely refine strategies when this is appropriate. Leaders should ensure that they have a thorough understanding of all aspects of the provision and the work being undertaken to bring about further development, so that they know how well such strategies are working and can refine and adapt them as the need arises.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	120454
Local authority	Lincolnshire
Inspection number	10241089
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Chair of governing body	Dan Lane
Headteacher	Keeli Hutchinson
Website	www.ingham.lincs.sch.uk
Dates of previous inspection	23 and 24 January 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up her post in April 2022.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, subject leaders, staff and members of the local governing body.
- The inspectors carried out deep dives in reading, mathematics, science and history. As part of the deep dive activities, the inspectors discussed the curriculum with subject leaders, looked at curriculum plans, visited a sample of lessons,

spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector also spoke with pupils and subject leaders about PSHE, art and religious education.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- The lead inspector met with those responsible for early years provision, and both inspectors visited early years provision.
- The lead inspector also met with those responsible for behaviour, personal development and provision for pupils with SEND.
- Inspectors met formally and informally with groups of pupils.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safer recruitment of staff and met with the safeguarding team. Inspectors also spoke with staff and pupils.
- Inspectors scrutinised a range of documents, including the school's self-evaluation and a range of policies.
- Inspectors considered responses received on Ofsted Parent View, including free-text responses. They also considered responses to the Ofsted staff and pupil surveys.

Inspection team

Matthew Fearn-Davies, lead inspector	His Majesty's Inspector
George Huthart	Ofsted Inspector

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