

Inspection of a good school: Ingoldsby Academy

Lenton Road, Ingoldsby, Grantham, Lincolnshire NG33 4HA

Inspection dates:

23 November 2022

Outcome

Ingoldsby Academy continues to be a good school.

What is it like to attend this school?

Ingoldsby Academy is an inclusive and welcoming school. Staff and pupils show kindness and care to each other in abundance. Parents and pupils talk positively about the school. Those who shared a view state that they would recommend the school to others without hesitation. One parent echoed the views of most when they stated: 'It is incredibly clear that the school has at its core the empowerment of children to become the best they can be.'

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). All pupils access the full curriculum. This includes the opportunity for older pupils to study Latin.

Behaviour across the school is calm. At playtimes, older pupils are role models for younger pupils. Pupils play together happily. They state that bullying rarely happens and that when it does, staff deal with it quickly and effectively.

Leaders have carefully considered pupils' personal development. All pupils have access to a range of extra-curricular clubs and activities which help to develop their talents and interests. Leaders foster a love of the arts, such as music, dance and drama. Pupils express how their involvement in enrichment opportunities has helped their confidence.

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

All pupils have access to a broad and balanced curriculum. The curriculum sets out what pupils will learn and when. Children in the early years benefit from meaningful learning across the curriculum. Leaders have a sharp focus on ensuring that pupils acquire a wide vocabulary and communicate effectively. This begins in the early years. Leaders make sure that pupils' learning builds on what they already know. This new approach is having an impact. It is in its early stages. Some older pupils struggle to recall their learning over time.

Leaders have focused on ensuring that all children are able to read and enjoy reading. They have made sure that all staff have a consistent approach to the delivery of phonics sessions. Pupils at the early stages of learning to read are well supported. Teachers encourage pupils to become fluent readers. Leaders make sure that teachers use effective strategies to help pupils develop their reading ability.

The curriculum in mathematics is well planned. However, the delivery of the mathematics curriculum is not always consistently effective across the school. Pupils' misconceptions are not always addressed. Some pupils repeat the same mistakes.

Teachers, including in the early years, use a range of methods to check pupils' knowledge. They use verbal feedback to help pupils understand what they need to do to improve their work. Pupils talk positively about the support they receive.

Behaviour across the school is overwhelmingly positive. Children in the early years settle quickly into routines. On rare occasions, pupils can become restless in lessons. This is when the work that is being delivered does not match pupils' current understanding. Leaders have a clear approach to behaviour management. The majority of pupils demonstrate a positive work ethic and a love of learning.

The curriculum extends beyond the academic. Leaders have carefully considered pupils' broader development. They offer a range of creative, artistic and sporting opportunities. Leaders want pupils to be confident individuals. They create opportunities for pupils to take on leadership responsibilities. These include being house captains and school council representatives. Pupils are proud to represent their school at different events.

Leaders have ensured that pupils learn about different belief systems. Pupils discuss moral and social issues with the guidance of their teachers. This helps pupils to gain an understanding of the world. All pupils have access to age-appropriate relationships education. Some pupils are not always able to recall their learning of fundamental British values. However, it is clear that these values are part of the curriculum delivery.

Pupils with SEND are well supported across the school. Teachers and support staff provide advice. They break work down into small steps when necessary. This helps pupils with SEND to study the same curriculum as their peers.

The headteacher has created an inclusive school. Staff and pupils feel valued. Parents appreciate the provision that the school provides. Staff are proud to work at the school. They value the connection the school has with the trust.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding within the school. Leaders carry out appropriate checks on staff and visitors to help keep pupils safe. Leaders work with external agencies when necessary to support children and their families. All staff receive regular training to ensure that they know what to do if they have a concern about a child.

Pupils feel safe in school. They are able to talk about the different ways that they learn to keep themselves safe, including when online. Pupils feel confident in talking to staff members if they have a worry or a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently adapted their curriculum. This is in the early stages of implementation. Some pupils are not always able to recall their learning of previous topics. This means that they do not always connect prior and current learning in a way which deepens their understanding over time. Leaders should ensure that pupils are given regular opportunities to retrieve their knowledge of previous topics.
- The mathematics curriculum is well planned and sequenced. However, the delivery of mathematics is inconsistent. Not all staff check pupils' understanding effectively. They do not always deliver sessions with clarity. Misconceptions are not always responded to swiftly and effectively. Some pupils repeat the same mistakes. Leaders should ensure that all staff members delivering mathematics have the knowledge and skills they need to check pupils' understanding and deliver sessions that build on previous learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2017.

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	141390
Local authority	Lincolnshire
Inspection number	10254897
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	63
Appropriate authority	Board of trustees
Chair of governing body	Claire Greenhalgh
Headteacher	Melanie Capes
Website	www.ingoldsbyacademy.co.uk
Date of previous inspection	26 and 27 September 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the David Ross Educational Trust.
- No pupil attends alternative provision.
- The school has recently increased the number of pupils on roll from 50 to 63.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with the subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors held meetings with the headteacher and a range of subject leaders. The lead inspector also met with a regional director from the David Ross Educational Trust.

- The lead inspector met with local governors and trustees.
- The inspectors considered the response to the Ofsted's online survey, Parent View, as well as responses to the pupil and staff surveys.

■ **Inspection team**

Roxanne Fearn-Davies, lead inspector

His Majesty's Inspector

Heather Hawkes

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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