

Inspection of a good school: Ingrave Johnstone Church of England Voluntary Aided Primary School

Brentwood Road, Ingrave, Brentwood, Essex CM13 3NU

Inspection dates:

3 and 4 July 2024

Outcome

Ingrave Johnstone Church of England Voluntary Aided Primary School continues to be a good school.

What is it like to attend this school?

This school is a harmonious community where pupils treat each other with positivity, kindness and respect. Pupils' well-being is at the heart of the school's work. Pupils love coming to school to learn and be with their friends. As a result, pupil attendance is high.

Pupils say the INGRAVE values help them better themselves by, for instance, being resilient in their learning or showing kindness to others. They wear their INGRAVE values badges with pride. Pupils behave exceptionally well because they understand the school rules and inclusive culture. Pupils talk openly about their feelings with staff. This helps them to feel safe and enables staff to put support in place if anyone is having a challenging time.

Pupils enjoy a wide range of books and stories. They read interesting and diverse texts that teach them about people that are different from themselves. There are plenty of well-considered leadership opportunities for pupils. Being a student councillor, for instance, gives pupils a voice in improving the school.

Outside of the classroom there are a range of things for pupils to do. Clubs, such as maths and coding, are well attended. Class trips to places such as the Tower of London help bring learning to life.

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

The curriculum prepares pupils well for life beyond the school gates. In the Reception Year, the curriculum provides a secure foundation for children to be confident, resilient learners by the time they reach Year 1.

Across many subjects, the school has thought carefully about the important knowledge that it wants pupils to learn. In most subjects, this knowledge is arranged in a logical order to help pupils build their knowledge step by step. However, the school has identified a small number of subjects that need further work. This is because, in these subjects, the important knowledge is not ordered as well as it could be. While pupils take part in interesting activities, pupil knowledge is not as well developed in these subjects. This means pupils do not understand or remember key concepts and facts as well as they do elsewhere.

Across most subjects, teachers choose engaging activities that build effectively pupils' knowledge over time. Staff regularly check pupils' understanding and can spot where there are gaps. Effective, extra help is put in place to help pupils catch up. Adults know the varying needs of pupils, including pupils with special educational needs and/or disabilities (SEND). As a result, pupils with SEND get effective emotional and learning support. Pupils, including those pupils with SEND, achieve well.

A well-planned reading curriculum supports pupils to learn to read. As soon as children join the Reception Year, well-trained staff help them learn the letters and sounds needed to start reading. Staff provide high-quality support to help pupils quickly catch up if they fall behind. This means many pupils and children in the early years have the confidence and reading knowledge to access and enjoy the range of books in the school's libraries. Pupils read widely and often and can talk animatedly about the stories they enjoy.

The school's approach to behaviour is well known by all and is tightly linked to the INGRAVE values. Staff model to pupils how to behave well. Pupils are provided with a clear way of articulating how they feel. This helps staff understand the reasons behind pupils' behaviour choices so they can put effective support in place. In class, free from distraction, pupils can concentrate and get on with their learning. Older pupils support each other and play well with their friends and with children in the early years.

The school's personal, social, health and economic (PSHE) curriculum supports pupils to learn about a variety of important topics such as how to keep safe online, diversity and how to build positive friendships with others. These topics align well with the school's Christian ethos. Strong links with a school in Kenya give pupils a different viewpoint on the world. Consequently, pupils have a good understanding of how they are different from others and the importance of mutual respect and tolerance.

Staff forge productive relationships with parents. Many parents support the school. School leadership is considerate of staff workload, particularly with the new curriculum changes. Staff work closely with local school networks to share curriculum expertise. They are passionate about improving the curriculum to give pupils the best possible learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A minority of subjects are still being refined. Curriculum documents do not always clarify exactly what knowledge must be taught and when. This makes it harder for staff to plan lessons that build pupils' knowledge over time. As a result, pupils occasionally do not learn as well as they should in these subjects. The school must ensure that curriculum documents specify exactly what knowledge staff should teach and when they should teach it.

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 June 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	115154
Local authority	Essex
Inspection number	10318581
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	206
Appropriate authority	The governing body
Chair of governing body	David Faulkner
Headteacher	James Rogers
Website	www.ingravejohnstoneprimaryschool.co.uk
Dates of previous inspection	26 and 27 June 2018 under section 5 of the Education Act 2005

Information about this school

- The school does not use the services of any alternative provision.
- This is a school with a Christian ethos. The most recent inspection of its religious character under section 48 of the Education Act 2005 was in July 2019, and it will receive its next inspection within eight years of that date.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector considered curriculum documents in a range of pupils' work and spoke to curriculum leaders about art, design technology, computing and PSHE.
- The inspector spoke with the local authority on the telephone.
- The inspector held a meeting with those responsible for governance, including the chair of the governing body.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke with a range of pupils on both days of the inspection. The inspector spent time with pupils at lunchtimes and breaktimes to observe behaviour and speak to pupils about school life. The inspector considered the 74 responses by pupils to Ofsted's pupil survey.
- The inspector considered the 85 responses made by parents to Ofsted Parent View, Ofsted's online survey, including 85 free-text responses. The inspector also considered 18 responses to Ofsted's survey of staff.

Inspection team

Damian Loneragan, lead inspector

His Majesty's Inspector

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