



Ingatestone and Fryerning C of E (Aided) Junior School

Inspection Report

Unique Reference Number 115193
Local Authority ESSEX
Inspection number 290159
Inspection dates 11–12 January 2007
Reporting inspector Michael Milton

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

Type of school	Junior	School address	The Furlongs
School category	Voluntary aided		Ingatestone
Age range of pupils	7–11		Essex CM4 0AL
Gender of pupils	Mixed	Telephone number	01277 353689
Number on roll (school)	166	Fax number	01277 353689
Appropriate authority	The governing body	Chair	Mrs Susan Prescott
		Headteacher	Mr Phillip Manterfield
Date of previous school inspection	20 May 2002		

Age group	Inspection dates	Inspection number
7–11	11–12 January 2007	290159

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Ingatestone and Fryerning Church of England Junior School is smaller than average, with six classes. Most pupils are from White British backgrounds, with a small number of pupils from minority ethnic groups. There are below-average numbers of pupils eligible for free school meals or with learning difficulties and disabilities. A small number of pupils learn English as an additional language. For the school as a whole, an average number of pupils join or leave the school at other than the normal times, but pupils' mobility is high in particular year groups.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Ingatestone and Fryerning Church of England Junior School is an improving school that has strong support from its parents. It provides a good quality of education that is leading to good achievement. The headteacher is held in high regard by the pupils, staff and parents and has established a staff team committed to improving the education provided by the school.

In 2006, the standards at age 11 were above average in English, mathematics and science. The standards of current pupils are above average in these subjects and they have made good progress during their four years at the school. The school is taking a number of important actions to improve pupils' progress. For example, target setting was introduced to help improve pupils' writing and this is already helping to accelerate progress in some classes, and key steps were identified to improve teaching and learning in mathematics. As a result, pupils in all classes make good progress.

Pupils' behaviour is good; they sustain their concentration well in assemblies and lessons. However, some behaviour in the playground is a little boisterous. They are keen to learn. Pupils feel safe and older pupils understand the potential dangers of the internet.

Teaching is good. As a result pupils enjoy school and appreciate that teachers try to make the work interesting and enjoyable. Work is well matched to pupils' learning needs and lessons have a brisk pace. There is much good marking that helps pupils to understand how to improve their work but this is not yet done consistently for all subjects and in all classes. There is a clear system for tracking the progress of each pupil in reading, writing, mathematics, information and communication technology (ICT) and science from year to year, but opportunities are missed to check on their progress during the school year. The good curriculum includes residential courses for Years 5 and 6 and a very good range of extra-curricular activities, especially for sports. Many pupils lead healthy lifestyles, with extensive opportunities for involvement in games and sports, although some have insufficient understanding of healthy diets. However, the amount of time in lessons is a little below the recommended minimum.

The school makes a good contribution to community cohesion by, for example, encouraging pupils' involvement in the local community and its sensitive support for pupils of different faiths. Pupils' preparation for the next stage of education is outstanding because of their above-average basic skills of literacy and numeracy and their learning of organisational and financial skills when, for example, they implemented their plans for an art gallery, including a shop.

Leadership and management are good. The school has made good progress since its last inspection when subject leadership, the curriculum, academic guidance of pupils and its self evaluation were judged unsatisfactory. Its capacity for further improvement is good because it has put in place effective systems to accurately diagnose its strengths and areas for development, and is making improvements to key areas of its work. However, its use of test and assessment results to plan future work was an issue at the last inspection which has not been fully addressed yet. The school's effective use

of its finances and its current good quality provision indicate that it provides good value for money.

What the school should do to improve further

- Make more frequent use of the information that tracks pupils' progress in order to ensure that all pupils continue to achieve well in English, mathematics and science.
- Ensure that the marking of pupils' work always gives them clear guidance about how to improve their standards.
- Complete the introduction of setting pupils targets for their writing and ensure that these help to improve learning further in every class.
- Review the length of teaching time each week with a view to bringing it up to the recommended minimum.

Achievement and standards

Grade: 2

Pupils' knowledge and skills are broadly average when they join the school. During their four years at the school, pupils make good progress. By Year 6, the standards are above average but with much higher standards in reading than writing. With the support of the local authority, a wide range of steps is being taken to improve pupils' achievement in writing but these steps are at an early stage of development. Pupils are currently making good progress in their learning and are on track to achieve well in the national tests at Year 6. The school exceeded its targets for Year 6 pupils in 2006 and it has set challenging targets for 2007. The achievement of boys and girls is similar. Pupils from minority ethnic groups and those with learning difficulties and disabilities make similar progress to other pupils.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. Pupils' attendance is above average. Almost without exception pupils say that they feel safe in school and are confident that any isolated instances of bullying are dealt with effectively. About 40 pupils learn musical instruments, and all pupils are involved in two school musical productions each year. Pupils' good involvement in the local community includes a litter-busting campaign and contributions to the local horticultural show. Pupils have sound opportunities to influence the school's decision making through the school council, especially for the planning and organisation of substantial fund raising for charities. Pupils in Years 5 and 6 develop their financial understanding by planning, making and selling a variety of different foods to the younger pupils.

Quality of provision

Teaching and learning

Grade: 2

Pupils achieve well because teaching and learning are good. Teachers use questions well to make pupils think. In the mixed-age classes, work is planned appropriately at different levels of difficulty. Teaching is supported by well trained teaching assistants who know the pupils well so that the needs of all pupils are met. In some classes, writing targets are helping pupils to focus on what they need to do to improve their work. Recent improvements to self-assessment are helping pupils to think about what they are learning. Not all pupils benefit from consistently good marking and high expectations about their presentation of work. In an outstanding mathematics lesson, pupils learnt a very good range of different methods for accurate addition as a result of clear, precise and challenging teaching.

Curriculum and other activities

Grade: 2

The well planned curriculum matches the interests and learning needs of pupils, and includes links between different subjects such as art and design, ICT and design and technology during work on bread making. Through links with the local secondary school the provision for physical education is enhanced and all pupils have weekly French lessons. Good use is made of visits and visitors to improve pupils' learning such as a local journalist who contributed to pupils' writing skills. Recently, the school has successfully extended its range of extra-curricular activities to include more non-sporting activities, but the implementation of planned improvements to playground activities has been delayed. The weekly teaching time is a little below the recommended minimum.

Care, guidance and support

Grade: 2

Adults know the pupils well and provide pupils with high levels of care, guidance and support. Vulnerable pupils are given very good care and support. Child protection arrangements are in place and known to staff, although they are not included in the staff handbook. The school's clear system for tracking pupils' progress in English, mathematics, ICT and science is used towards the end of the school year to identify any pupils who are underachieving. Opportunities are missed to identify systematically any underachievement earlier in the year. All health and safety requirements are in place. Communication about the school's anti-bullying policy and procedures is effective with the vast majority of parents but not all. There are sound procedures for safeguarding pupils during the school day.

Leadership and management

Grade: 2

Leadership and management are good. The monitoring and evaluation of the school's performance is accurate. This information is used to identify the priorities for improvement in the school development plan, although these priorities do not always focus explicitly enough on securing better progress and higher standards. However, the school is taking important steps to raise pupils' achievement so that progress currently is good. The school's self-evaluation takes into account the views of staff, parents and pupils. The self-evaluation reports for mathematics and science are of a very high quality and pinpoint steps to improve pupils' standards in those subjects.

Staff work hard to fully include all pupils, especially the most vulnerable, in all aspects of learning. Pupils' weekly work books provide very good opportunities for communication with parents as well as requiring pupils to evaluate aspects of their own progress. The school has good capacity to make further improvements because of the accuracy of its self-evaluation, the commitment of its staff and its track record of good improvement since the last inspection. Much has been achieved in turning around aspects of the school that were judged unsatisfactory in the last inspection and the school is now beginning to reap the rewards of those improvements. Governance is satisfactory.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

15 January 2007

Dear Pupils,

Ingatestone and Fryerning Church of England Junior School, The Furlongs, Ingatestone, Essex
CM4 0AL

Mr Hewett and I really enjoyed our visit to your school. It was very good to meet you, all your teachers and the other staff. You all made us very welcome, especially when we joined you for lunch. It was interesting to hear from you that you like school so much and appreciate that teachers try to make lessons interesting and fun.

Your standards in English, mathematics and science are above average. You make good progress with your work because the teaching is good and the work makes you all think hard. Even after a short time, you have found that the new writing targets are helping you to learn. You behave well and are keen to learn. It's very good that you miss school as little as possible as this helps you to learn more. In Years 5 and 6 you can go on exciting residential journeys. You have plenty of visitors to the school and good visits, such as the one to the British Museum. You can join a very good range of clubs, and your sports teams do well in competitions with other schools.

All the staff know what the school needs to do to improve. The main things that we have asked them to do to make the school even better are to:

- make more use of the information they have about your progress in reading, writing, mathematics and science to make sure that no one slips behind with their work.
- make sure that the marking of your work gives you clear guidance about how to improve.
- complete the introduction of writing targets in each class and make sure that they help you to improve your writing as much as possible.
- review how long you spend in lessons each week and consider bringing it up to the amount recommended by the government.

It would be really helpful if you could look at your teachers' marking of your work and act on any comments they make, as well as thinking carefully about your writing targets.

Best wishes for the rest of the school year.

Mike Milton

Lead inspector