

Ingham Primary School

Inspection report

Unique Reference Number	120454
Local Authority	LINCOLNSHIRE LA
Inspection number	313622
Inspection dates	24–25 January 2008
Reporting inspector	Lynne Blakelock

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	108
Appropriate authority	The governing body
Chair	Mr Mark Nicholson
Headteacher	Mrs Nicola Gough
Date of previous school inspection	13 January 2003
School address	The Green Ingham Lincoln Lincolnshire LN1 2XT
Telephone number	01522 730244
Fax number	01522 730244

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small school situated in a village to the north of Lincoln. Most pupils are from White British backgrounds. The proportion of pupils eligible for free school meals is below average. Children start school with levels of knowledge and skills that are in line with national expectations overall although a little below expectations in language and communication skills. An above average proportion has a statement of special educational needs and a below average proportion of pupils has learning difficulties and/or disabilities.

The school has been awarded the Basic Skills Quality Mark and Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It is moving forward quickly because the headteacher directs its work well. Her clear focus and thorough monitoring of progress provide a good basis for planning for school improvement. The good practice of senior staff, middle managers and governors ensures strong leadership and management of the school. Good progress has been made since the last inspection, particularly in the provision of information and communication technology (ICT) and assessment of pupils' work.

This is a happy school where every pupil is important. Their good personal development forms the basis of their learning. It is strengthened by pupils' understanding that staff care for them, which fosters their sense of security. Parents see this as a particularly strong aspect of the school, which has good procedures for health and safety. Measures to ensure pupils' safety are effective. Pupils enjoy school. Their genuine involvement in decision making and the personal qualities and skills that come with this are very strong features which contribute to their good preparation for secondary school. Pupils have an excellent understanding of how to stay safe. Good social and moral development shines through in their regular fundraising for the community and their support for each other. At the same time, they learn many important skills for adulthood. Pupils' spiritual and cultural understanding is satisfactory. They have some understanding of the beliefs and lifestyles of others but opportunities to build on this are quite limited at present. Their knowledge and understanding of other cultures are not developed as fully as it could be.

Pupils make good progress through the school. By the end of Year 6, standards are above average and improving. Children get off to a good start in the Foundation Stage and Key Stage 1 because teaching is never less than good. In 2007, Year 6 pupils reached above average standards in national tests. Exceptionally high results were secured in mathematics due to the senior leadership's decision to make this a major focus. The quality of teaching and learning, whilst good overall, is less consistent for older pupils. This is because the level of challenge offered by tasks, including those for the more able, does not regularly match their individual needs well enough. However, there is a great deal of good practice. Teachers make the purpose of the lesson clear and marking tells pupils how to make further progress. The school's good academic care, support and guidance strengthen teaching because pupils have targets which focus them on achieving their goals. The effective curriculum, which offers pupils more opportunities to learn through themes and skills, increases their progress and enjoyment of lessons. Their writing skills, which have areas of weakness, are being promoted well across the increasingly creative curriculum and pupils are seeing the relevance of activities. Partnerships with other schools and organisations are broadening the range of subjects and after school activities for pupils.

Effectiveness of the Foundation Stage

Grade: 2

Children settle to learning very quickly because of excellent links with the playgroup, which include developing their pre-writing skills. This is an example of the effective and forward thinking leadership and management of this stage. Children get off to a strong start in their personal development. There is a real sense of awe and wonder as they 'aim for the moon' each day, by trying to be the best that they can be. Teaching is good. The curriculum is good, providing a good balance of independent and directed activities. However, learning is sometimes

restricted because the outdoor learning area does not provide shelter from the weather. Staff keep detailed records of the levels that children are working at and use them carefully to plan lessons. Already, children are involved in assessing their work. These are significant factors in the good progress they make and why most achieve their expected goals by the end of the Foundation Stage.

What the school should do to improve further

- Improve the progress that pupils make by ensuring that the work they are given, including writing tasks, always provides a good level of challenge for all learners.
- Provide regular and planned opportunities for pupils to develop their knowledge and understanding of other cultures.
- Provide a permanent cover for the Foundation Stage outdoor area to enable children to participate in the full range of learning activities throughout the year.

Achievement and standards

Grade: 2

The achievement of pupils, including those with learning difficulties, is good through the school from their starting points. The standards that they reach by the end of Year 6 are above average. At the end of Key Stage 1 in 2007, pupils reached exceptionally high standards and an above average percentage of pupils exceeded the expected levels for their age in reading, writing and mathematics. At Key Stage 2, standards were above average in English and science in 2007 and were exceptionally high in mathematics, a focus for the school. Every pupil in Year 6 reached the expected level for their age. School projections indicate further improvement in 2008 national tests, with Year 6 pupils poised to reach challenging targets. This is partly because writing skills, which have recently pulled English results down, are improving because they are now a whole school focus. However, fewer pupils reach higher levels than at the end of Year 2 because work is not always challenging enough.

Personal development and well-being

Grade: 2

Pupils' involvement in making decisions about their school and wider community contributes significantly to their good personal development. Older pupils work with the youngest children to ensure that all their views are taken into account when, for example, school rules and lunchtime arrangements are being decided. This encourages positive attitudes towards school and learning, good behaviour and attendance, and the knowledge that this is 'our' school. Pupils understand that it is important to have a healthy lifestyle, eat healthily and keep fit. They have an excellent understanding of how to stay safe.

Quality of provision

Teaching and learning

Grade: 2

Teaching is usually good and leads to good progress. Pupils get on well with their teachers and this encourages them to learn. Teachers make the purpose of learning clear and the pace of learning is brisk so that pupils are busy and involved. In most classes, activities are based closely on the individual levels at which pupils are working. However, planning of lessons for older pupils does not always offer the right level of challenge. This is particularly so for the more

able pupils, restricting their interest and slowing down their progress. Pupils benefit from the growing opportunities to use computers in lessons. Marking is a strong factor in their good progress because it tells them exactly what they have achieved and how improve further.

Curriculum and other activities

Grade: 2

Although English and mathematics, particularly writing, are the focus of the whole curriculum, it is increasingly creative. Pupils are enjoying working on topics that are based on developing their skills and they see their relevance and adaptability to other learning situations. The improved provision for ICT is one such example. Provision for pupils who need extra support is good and it is developing satisfactorily for those pupils with particular gifts and talents. Partnerships with local primary schools and a secondary school offer regular specialist teaching in English and mathematics, and in design and technology opportunities. French is now established in Key Stage 2. An informative programme of personal, social, citizenship and health education supports pupils' good personal development and progress. A schedule of visits, visitors and after school activities and clubs, including weekly football coaching, music and the pen pal club, include imaginative elements and add to the variety of learning opportunities.

Care, guidance and support

Grade: 2

Staff care for pupils well, help them, and make school a secure place for them. Good procedures and practices are in place to make sure they are safe and protected. The school has close working relationships with outside agencies so that specialist help is available to pupils who have particular difficulties.

Preparations for pupils who are moving on to secondary school are thoughtful and enable them to settle quickly to learning. Pupils are supported and guided well academically. Targets are based on accurate information about pupils' levels. They are the focus in almost all lessons and give pupils clear goals to aim for. Pupils are beginning to assess their own work and develop their critical thinking skills. Teaching assistants provide good support for those who find learning difficult. Support for pupils with particular gifts or talents is developing, although there is more work to do.

Leadership and management

Grade: 2

The headteacher steers the school well. She is modest about the impact of her work. Her rigorous analysis of the school's performance has resulted in strong systems which tackle key areas for improvement. Appropriate staff training supports these measures. Their impact on the school's performance is good. The school development plan reflects the school's priorities well and is a good working document for staff, including subject leaders. They are key players in moving the school forward because of their increasing knowledge of standards and progress in their subjects. Governors, led well by the chair, are increasingly involved in school improvement and challenge the school's work regularly. These strengths and the commitment of all the staff demonstrate the school's good capacity to improve.

Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
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

28 January 2008

Dear Pupils

Inspection of Ingham Primary School, Ingham, Lincoln, LN1 2XT

Thank you for making me so welcome when I visited you recently. I enjoyed spending time with you and watching you in lessons and at playtimes. I send special thanks to those of you who gave up part of your lunchtime to tell me about your school. This letter will tell you what I found out.

Your school is a good school. Your parents agree. You are making good progress here because teaching is good. Teachers make sure that you know the purpose of lessons and give you targets to aim for. Some of you told me that learning is becoming more and more interesting because you often learn through topics and are able to learn new skills. You enjoy special learning days and weeks. You also like using computers because you can learn for yourselves. The school is a safe place and you feel settled and happy here. I am pleased that you get involved in making decisions about what happens in your school.

Your school can be even better. Those of you who are in the Foundation Stage cannot always use the outdoor learning area because it does not have a cover to protect you from the weather. I have asked for this to be put in place. Also, Mrs Gough, who runs the school well, agrees that your work should always offer you the right level of challenge so that you can make as much progress as possible. This includes those of you who are working at higher levels because you sometimes find your work too easy. It will help all of you, for example, to improve your writing, which is not as good as your other skills. Mrs Gough is also keen for you to learn more about the lifestyles of other cultures so that you know more about the world that we live in.

I send my best wishes to you.

Lynne Blakelock Lead inspector