

Ingatestone and Fryerning Church of England Aided Junior School

Inspection report

Unique Reference Number	115193
Local Authority	Essex
Inspection number	338531
Inspection dates	10–11 June 2010
Reporting inspector	George Logan

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair	Rev Patrick Sherring
Headteacher	Mr Phillip Manterfield
Date of previous school inspection	11 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons taught by eight different staff. They held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work, and looked at pupils' books, records of their progress, lesson planning, playtime activities and the school's self-evaluation documents, including records of teaching and the main improvement plan. Inspection questionnaires were received from staff, pupils and from 75 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how consistently pupils, particularly those who are potential higher attainers, make progress across the school and whether this has helped to raise levels of attainment
- how consistent and effective teaching is and how well staff use assessment to plan work for pupils at the right level
- how accurately school leaders, including governors, evaluate the work of the school and whether governors meet their statutory obligations in relation to community cohesion.

Information about the school

This is a small junior school. It serves a well-established residential area close to the centre of Ingatestone. The intake is predominantly White British, with very few pupils from minority ethnic groups. Only a small number of pupils are at an early stage of learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these have moderate learning difficulties.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Ingatestone and Fryerning Church of England Junior School is a good school, with a number of very positive features. It is sustained well by effective leadership and a stable experienced staff. Over time, the school has not been so rigorous in analysing data to identify where teaching has the greatest impact on pupils' learning. As this aspect has begun to improve, the leadership team has ensured that teaching and learning are seldom less than good. In spite of some variability, progress is now increasingly rapid and consistent. Standards in reading, writing and mathematics are above average by the end of Year 6. Attendance is good.

Parents and carers appreciate the school's commitment to pupils' well-being and personal development. Pupils really enjoy school, feel very safe and have positive attitudes to learning. They have an outstanding understanding of healthy lifestyles. They discuss the impact of particular diets and life-choices with considerable perception. They recognise and can describe the potential benefits of the school's innovative ergonomically-designed furniture - even if they do not all feel that they have yet derived the expected benefit. Pupils' engagement with the local community is good, and there are some established contacts globally. However, opportunities to engage with more diverse communities in the United Kingdom are limited.

Attainment in English and mathematics is now above average and pupils make improved, and generally good, progress. Provision for pupils with special educational needs and/or disabilities is well led and these pupils also make good progress. While there is some provision for gifted or talented pupils, this is relatively limited in scope. The effective curriculum has enabled pupils to build increasingly good basic skills in literacy, numeracy and information and communication technology. However, not all potential curricular links have been developed. Wide ranging extra-curricular provision contributes well to pupils' good personal development. Teachers use most aspects of assessment well to check pupils' learning, although marking does not always provide clear guidance for what a pupil needs to do next. Pupils' personalised targets in writing and mathematics contribute increasingly well to their improving progress.

The engagement with partner institutions, mainly with a specialist secondary school and with multi-agency staff, is good. The governing body has a clear understanding of its role and increasingly holds school leaders to account. The school has good capacity for improvement because self-evaluation is realistic, development planning is generally accurate, the school has a recent proven record of lifting the achievement and outcomes for pupils and parents' confidence has increased.

What does the school need to do to improve further?

- Ensure that pupils continue to make consistently good progress across the school by:
 - providing more challenging work for the older and more able pupils in each class, including those identified as gifted or talented
 - ensuring that marking provides pupils with guidance as to how they can move their learning on
 - more rigorous and timely analysis of pupil performance data to identify those years, classes or subjects where progress is less rapid.

Outcomes for individuals and groups of pupils

2

While there has been some variability from year to year, standards have gradually strengthened at Year 6 and are generally above average. The current year group is particularly able. These pupils have made more consistent progress than has been the case for other year groups and their overall progress has been good. However, standards in science this year look slightly lower than in previous years. Progress in reading, a consistent strength through the school, is significantly stronger than in writing. In both areas, however, progress has been at least good in the current year. Pupils attain well in information and communication technology as a result of challenging teaching and acquire good skills by the time they leave Year 6. Pupils with special educational needs and/or disabilities and the very few with English as an additional language make good progress overall. This is because their needs are appropriately planned for and specialist staff and teaching assistants are effectively deployed to support their learning.

The lessons seen and pupils' written work confirm that learning is good. Though sometimes rather reserved, pupils generally enjoy their work. Good learning was evident in a challenging Years 5 and 6 mathematics lesson where pupils were asked to visualise the shapes represented by a series of nets. This challenged them, to think creatively and to work co-operatively with partners to generate ideas. The teacher helped pupils to understand what they needed to do in this activity to push their learning and understanding to a higher level. In another mathematics session in Years 3 and 4, however, where pupils were solving money problems, learning was only satisfactory because the more able pupils were not sufficiently challenged while others struggled to complete the tasks they were given.

Pupils are very responsive to the caring ethos of the school and the tolerance and respect which underpins daily transactions. As a result, behaviour is good and there are no exclusions. The school council provides a good forum for pupils' views and offers them responsibilities. They decide which charities will be supported and new posts as 'playleaders' are due to be introduced. Most pupils are eager to accept responsibility. Pupils' commitment to education, their good social skills and good basic skills ensure that they are well prepared for later life.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is mostly good and pupils show a high level of commitment. Relationships between staff and pupils are respectful and both lessons and pupils' behaviour are efficiently managed. Even so, pupils sometimes respond rather passively in lessons and are not always encouraged to generate and contribute their ideas with enthusiasm. Teachers' planning, while recognising to some extent the spread of age and ability in each class, sometimes provides more effectively for the able younger pupils than for similar pupils in the older year group. This tends to place a ceiling on learning and this is why, although improved, and generally good in the current year, progress has not been consistent across the school. Marking is thorough, although the school recognises that the quality and relevance of developmental comments varies between classes. Individual targets exist in writing and mathematics and contribute well to the improved progress pupils make across the school.

The curriculum supports the development of pupils' literacy, numeracy and information and communication technology skills well. It also successfully meets the needs of the relatively few pupils with special educational needs and or disabilities. , Provision for

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

pupils who are gifted or talented, mainly sport and withdrawal groups in literacy and numeracy, is relatively recent and its impact has not yet been evaluated. Parents identify this as an area for improvement. Unfortunately, the school has few outside resources or other support upon which to draw in order to develop this area further. The school has regular themed weeks and is beginning to identify cross-curricular links. Effective links with a partner school have enhanced provision in physical education and French. The school also has access to skilled musicians and seeks, for example, to raise standards in physical education through the use of a dance specialist. Good personal, social, health and citizenship education promotes pupils' personal development well. There is a wide range of visits and visitors to support topics and a number of well-supported extra-curricular activities. A significant number of pupils have private music tuition.

Staff care for pupils well. The school premises provide a stimulating environment for learning. Transition arrangements are good. The school works closely with a range of support agencies and there is some very good practice demonstrated in the support for the health, social and behavioural and transition needs of pupils whose circumstances make them vulnerable. Systems to promote good attendance are rigorous.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Parents, staff and pupils are highly supportive of the school. Parents in particular acknowledge that the vision, commitment and approachability of the headteacher, and of his staff, have been central to the good progress which the school has made, its strength as a community and the ambition to improve further. The headteacher successfully embeds ambition and drives through improvements. The school is effective in its development of teaching and this is reflected in the dedication of staff and in the high proportion of good teaching seen. Senior leaders work successfully with less experienced staff to ensure consistently good classroom practice and this has a positive effect on pupils' learning. Occasionally, however, evaluations of lessons are over-generous and are not focused sufficiently on the learning of older and more able pupils. The school collates a considerable amount of data on pupils' performance. While school leaders rigorously evaluate the progress of individual pupils, they are not always so aware of the 'big picture' in terms of relative strengths and weaknesses of outcomes between subjects, classes and year groups. This has meant that, in the past, they have

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

been slower to respond.

Governors have a high profile. They understand the school's strengths well and have a comprehensive involvement in shaping its future. Governors ensure that legal requirements are met, including the good procedures for safeguarding pupils. Roles and responsibilities in relation to safeguarding are clearly defined. A high priority is given to pupils' safety and well-being. Potential discrimination is tackled rigorously and the school is keen to ensure that all pupils have the same opportunities. Links with parents and carers are well-established. However, while governors monitor progress carefully and ask questions about the school's performance, they recognise that they would benefit from more training in the analysis of the school's performance data. The school is a cohesive community in itself and there are good links with the church and the local community. There are good opportunities for pupils to learn about other faiths and the immediate area in lessons and well-developed links with communities abroad, such as the church-based link with Bulgaria. However, provision is less well developed in relation to other areas and more diverse communities within the United Kingdom. As such, community cohesion is satisfactory rather than good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The great majority of parents and carers who responded are pleased with the school and the opportunities it provides. One said, 'The school has surpassed our expectations and we are delighted', while another commented, 'I have never seen my son so happy and confident in himself.' Although a small number of individual concerns were raised,

the only recurring criticism related to the school's support for gifted and talented pupils and the perception that these pupils did not do as well as they might. The inspection team endorses the view that provision for more able pupils, particularly those who are older in each class, could be strengthened further, so that they make more rapid and sustained progress. Overall, parents and carers are right to recognise that this is a very caring school where pupils' personal development is supported well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ingatestone and Fryerning Church of England Voluntary Aided Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 75 completed questionnaires by the end of the on-site inspection. In total, there are 157 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	63	28	37	0	0	0	0
The school keeps my child safe	50	67	24	32	1	1	0	0
The school informs me about my child's progress	43	57	31	41	1	1	0	0
My child is making enough progress at this school	34	45	39	52	2	3	0	0
The teaching is good at this school	39	52	36	48	0	0	0	0
The school helps me to support my child's learning	34	45	38	51	3	4	0	0
The school helps my child to have a healthy lifestyle	41	55	34	45	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	55	27	36	2	3	0	0
The school meets my child's particular needs	29	39	43	57	2	3	0	0
The school deals effectively with unacceptable behaviour	28	37	43	57	1	1	1	1
The school takes account of my suggestions and concerns	28	37	37	49	4	5	0	0
The school is led and managed effectively	49	65	23	31	1	1	0	0
Overall, I am happy with my child's experience at this school	48	64	26	35	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 June 2010

Dear Pupils

Inspection of Ingatestone and Fryerning C of E VA Junior School, CM4 0AL

Thank you for making us welcome when we visited your school. We enjoyed meeting you and watching you at work. We found that yours is a good school.

Our main findings are these.

You behave well, work hard in lessons and attend regularly.

You are making increasingly good progress across the school and more of you than ever are now reaching the standards you are capable of by the end of Year 6; as a result, standards in English, mathematics, science and information and communication technology are now above average.

The school enables you to make a good contribution to village life.

You feel that teachers make lessons enjoyable and support you well; teaching and learning are good.

You feel very safe and have an outstanding understanding of the importance of eating healthily and staying fit.

You get to experience a wide range of subjects and a good range of clubs and extra activities with many of you learning musical instruments.

Those of you who find learning difficult get good support.

School leaders work hard to ensure that you are well looked after and that the standards are rising.

We are asking the school to make the following changes so that you do even better.

Make sure that the recent improvement in progress is sustained, particularly for those pupils in each class who are older or more able, so that as many of you as possible attain the higher levels by the end of Year 6.

You can help by continuing to work hard and do your best. We hope that you will have every success in the future.

Yours sincerely

George Logan

Lead Inspector

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