

Ingoldisthorpe Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121134
Local Authority	Norfolk
Inspection number	339876
Inspection dates	4–5 November 2009
Reporting inspector	John Carnaghan

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Mr P Roberts
Headteacher	Mr K Twaites
Date of previous school inspection	1 June 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at school assessment and self-evaluation documents, the school's planning and 38 parental questionnaires.

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

- The quality of teaching and how well it promotes pupils' progress,
- How well the school uses assessment information to promote pupils' achievement.

Information about the school

Ingoldisthorpe Church of England Voluntary Aided Primary School is much smaller than average. All the pupils are White British and speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is a little above average and the largest group of these pupils have specific learning difficulties (dyslexia). There is a higher turnover of pupils than at most schools. The school holds Artsmark and Activemark amongst other awards.

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Ingoldisthorpe Voluntary Aided Church of England School provides a satisfactory education. It has some good and a few outstanding features. Pupils are well known to all the staff and the school provides a pleasant, caring environment. Parents are welcome visitors, their views are regularly sought and they are kept well informed. They are very complimentary about the school and have almost no concerns. One typical comment was, 'Ingoldisthorpe is a delightful school.....staff have an excellent working relationship and we all work together to provide the very best for all the children in our care.'

Whilst there are some annual fluctuations, pupils' attainment when they leave the school is similar to the national average. However, attainment in mathematics has been consistently lower than that in other subjects for some years. While it is not below average, the school has correctly identified this as a concern. Given their starting points, pupils' achievement is satisfactory. However, those with special educational needs and/or disabilities receive particularly effective assistance and the achievement of this group of pupils is good.

Pupils enjoy school and their relationships with one another and with all adults are invariably friendly. Behaviour is outstanding, both in class and around the school. Pupils are confident and trustworthy, and their positive approach makes a strong contribution to their learning. Pupils demonstrate an excellent knowledge of how to stay healthy, valuing the tasty, nutritious school lunches. Many take full advantage of the many sporting opportunities available, both during and after the school day, as illustrated by the Activemark award. Pupils are well cared for and they are aware that help is always available, should they need it.

Teaching is satisfactory. Many lessons are lively and stimulating. However, the school does not use assessment information well enough either to identify and support those with learning difficulties or to provide detailed academic guidance through marking and setting helpful targets. These weaknesses are particularly evident in mathematics and account for slower progress in the subject. The curriculum is good, the school's emphasis on working out-doors and on undertaking educational trips enlivens and enriches pupils' experience and nearly all enjoy attending after-school clubs.

Close teamwork amongst all staff means the school runs smoothly day-to-day. A shared philosophy to nurture children results in a consistency of approach that benefits all pupils. The school's self-evaluation is largely accurate but the information gathered is not always used to provide all the support needed. Nevertheless, there is a trend of improvement in some aspects of the school's work, despite this weakness. Leaders and

managers show determination to secure improvements, the school is moving in the right direction and its capacity for sustained improvement is satisfactory. The governing body is supportive but its monitoring is too informal and does not always equip governors to challenge the school rigorously. Good partnerships with other local schools and institutions enable the school to increase the range of learning opportunities offered to pupils. Exceptionally wide ranging and innovative strategies for engaging pupils with communities near and far mean that its promotion of community cohesion is excellent.

What does the school need to do to improve further?

- By July 2010, raise attainment across the school, and especially in mathematics, through the better use of assessment so that:
 - the school provides more booster sessions for small groups of pupils, to help them overcome specific learning issues
 - improved marking and target setting raises pupils' awareness of the next steps in their learning.
- By April 2010, develop procedures to ensure governors regularly monitor the school's provision and provide written feedback.
- About 40 percent of schools whose effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

The attainment of pupils as they enter Year 1 is similar to that expected for their age. The well-planned Year 1 curriculum aids their gradual transition to more formal learning and their progress across Key Stage 1 is satisfactory. While national test results vary every year because the groups of pupils involved are so small, attainment at the end of Year 2 is generally average. However, attainment in mathematics, whilst not below average, is regularly below that in reading and writing.

There is a similar pattern in Key Stage 2. Pupils make satisfactory progress and leave Year 6 with attainment levels close to the national average. There has been a steady but slow improvement in attainment over the last three years. However, the school has been less successful in improving mathematics attainment and this subject lags behind. This is because teachers are less confident in teaching mathematics. Learning in the classroom and pupils' achievement are satisfactory.

Pupils with dyslexia and other difficulties are very well catered for. The school employs numerous teaching assistants and, rightly, puts a high value on their talents and contributions. The requirements of pupils facing barriers to learning are very well-known and planning and resources to meet these needs are of high quality. The curriculum is carefully adapted to meet each of these pupils' needs and, in consequence, their achievement is good.

Pupils enjoy school life because they feel secure and valued. Their behaviour is

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

consistently excellent. Pupils' very positive relationships with one another and their teachers do much to promote their learning. There have been no exclusions in recent years and pupils report that bullying is minimal. They show a good understanding of how to stay safe, for example, being well aware of the potential perils of the internet. The school council is an influential, widely respected body. It is involved in improving the school, raises some of its own funds and is consulted regularly by the headteacher and governors about proposed changes. Pupils are closely involved in activities in the village, the church and on the local Sandringham estate. In this way they make an excellent contribution to the local community. Their development of workplace skills like independence is good but pupils' progress in important key areas, like literacy and numeracy is satisfactory. The well planned curriculum ensures that pupils develop a very good understanding of cultural and multi-cultural issues and their spiritual, moral, social and cultural development is good.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The curriculum provides numerous interesting experiences for pupils. The school places

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

a strong emphasis on learning out-of-doors and its planning ensures that pupils gain the maximum benefit from the school's splendid grounds. The 'listening walk' around the rural fringes of the school field for the Year 1 and 2 class, was stimulating and promoted good development of pupils' vocabulary and scientific understanding. To broaden pupils' horizons, the school runs numerous educational visits, both locally and further afield in the United Kingdom. The school's global perspective enhances pupils' experiences. Other enrichment comes from the many and varied after school clubs on offer, from cookery to handbell ringing and netball. These are all well attended. The school's good work in the arts is recognised in its recent Artsmark award.

In response to continuing disappointing achievement in mathematics, schemes of work have been overhauled to provide more practical approaches to learning and to boost teachers' confidence in the subject. However, this change has not significantly raised attainment. There are two main reasons for this. Firstly, the school does not use assessment information to identify and boost the progress of those pupils who are under-achieving in mathematics, so very few benefit from intervention. Secondly, the targets set for pupils in mathematics are vague and insufficiently challenging to promote rapid progress.

Pupils' work is regularly marked, but the advice that teachers offer is inconsistent and does not refer to targets sufficiently. The school has an increasingly extensive range of assessment information but does not always use this rigorously enough to target areas of concern. The preceding weaknesses mean that, even though many lessons are lively and enjoyable, pupils' progress remains no better than satisfactory.

Pupils enjoy learning and their excellent attitudes and behaviour make a notable contribution to their progress. Teachers manage pupils with calm assurance, confident in the practical, expert help offered by teaching assistants. One-to-one help for pupils with severe physical and other difficulties is very good. Lessons are often brisk, stimulating and have clear learning objectives. They are typified by short, interesting activities and good opportunities for pupils to work independently that pupils are keen to grasp with both hands. However, teachers sometimes do not use these skills or show such confidence when teaching mathematics.

Pupils know that they are well cared for, one saying that he found the school 'very reassuring'. They rightly feel safe around the school. Adults know children's personal needs and act promptly and effectively to address any concerns that pupils bring to their attention. Assistance for the most vulnerable is prompt and well-informed. The school has worked with notable success to promote better attendance, which has improved and is now above average. The arrangements to ensure pupils' smooth transition both into and out of school are most effective, promoted by the close involvement of parents at all stages of these changes.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3

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

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?

The headteacher works in close collaboration with the staff to embed ambition and seek continuous improvement. The school has successfully improved pupils' personal development and the curriculum. Attainment is rising slowly, but success in this area is held back by limited progress in mathematics. An improved pattern of monitoring leads to the identification of priorities and this feeds into effective improvement plans. Assessment information is increasingly available but is not fully used to promote higher achievement.

Governors support the school and promote safety and inclusion adequately. They seek to hold the school to account and are regular visitors. However, their monitoring is unsystematic and lacks rigour so they are unable to challenge the school as strongly as they should.

Parents' very favourable views reflect the good relationships evident in the school. The headteacher's use of emails and texts to pass on information is innovative and encourages an open dialogue with homes. Good partnerships with local schools enhance the school's curriculum in areas like physical education and music. The church also plays a significant part in supporting the school. The new 'log cabins' are great places to learn and contribute to the school's good accommodation.

Safeguarding requirements are met. The school identifies dangers and hazards well and keeps a close eye on all pupils. While some groups, such as pupils with dyslexia and those with physical disabilities benefit considerably from the school's attention on their needs, inconsistencies in achievement limit equality of opportunity for pupils to satisfactory overall.

The school has correctly analysed its local context and has acted vigorously to promote community cohesion, which is excellent. The school itself is a very cohesive community. Its curriculum planning identifies and provides numerous opportunities to boost pupils' awareness of the wider world. In its determination to prevent its pupils being isolated, the school has carefully planned many exciting initiatives that engage with communities locally, nationally and internationally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3

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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children's skills and aptitudes as they enter the Early Years Foundation Stage are similar to those expected for their age. Children enjoy school and are encouraged to be active and independent. They benefit from a high adult to child ratio and develop good learning routines. Their behaviour is excellent. By the time children move into Year 1, they are well prepared for more formal education and their aptitudes are similar to children of their age, nationally. Satisfactory teaching means that their achievement is also satisfactory. The attention paid by staff to individuals' needs, means that no child gets left behind.

Adults demonstrate a good knowledge of children's requirements at this age and plan thoroughly. Regular assessment enables staff to keep a close eye on progress and to adjust their teaching. Parents are well informed about how their children are getting on and have easy access to the staff. Children are able to enjoy the full range of suitable experiences, but it is a little difficult for them to work indoors and out with equal facility. The school has plans to provide easier access to the outdoor learning area. The classroom is safe, spacious and well equipped.

Leadership and management are satisfactory. The coordinator does not teach in the early years foundation stage but liaises well with the very competent adults who run the provision day-to-day. Staff are well trained.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

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

A high proportion of parents returned questionnaires and their views are almost universally favourable. They consistently expressed the opinion that the school is a happy place for their children to be. Parents greatly value the individual help that the school gives to each pupil, one reporting, 'it values every pupil, like a family school. They are not just a number.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ingoldisthorpe Voluntary Aided Church of England Primary 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 90 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	63	14	37	0	0	0	0
The school keeps my child safe	28	74	8	21	1	3	0	0
The school informs me about my child's progress	21	55	15	39	1	3	0	0
My child is making enough progress at this school	19	50	18	47	1	3	0	0
The teaching is good at this school	25	66	12	32	1	3	0	0
The school helps me to support my child's learning	21	55	15	39	1	3	0	0
The school helps my child to have a healthy lifestyle	25	66	12	32	1	3	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)	22	58	13	34	1	3	0	0
The school meets my child's particular needs	21	55	15	39	1	3	0	0
The school deals effectively with unacceptable behaviour	21	55	16	42	1	3	0	0
The school takes account of my suggestions and concerns	20	53	14	37	2	5	0	0
The school is led and managed effectively	27	71	9	24	1	3	0	0
Overall, I am happy with my child's experience at this school	27	71	8	21	0	0	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



7 November 2009

Dear Pupils

Inspection of Ingoldisthorpe Church of England Voluntary Aided Primary School, King's Lynn, PE31 6PE

Thank you very much for the nice welcome you gave to the inspectors when we visited your school recently. We enjoyed talking to you. You told us how you liked school and felt well cared for. The inspectors judge the school to be satisfactory. That means it has many good elements, but that some things that could be better.

You start and finish the school with average attainment and this means your achievement is satisfactory. However, you make less progress in mathematics than you do in other key subjects. We think you are well looked after and feel safe. I congratulate you on your excellent behaviour because this really makes the school a pleasant place. Teaching is satisfactory. Many lessons are fun, but you do not always get enough extra help or advice and this sometimes prevents you from making faster progress, especially in mathematics. The mix of subjects you do (called the curriculum) is good and helps to keep you interested in your studies.

The headteacher and staff run the school satisfactorily but governors should get more involved in the school. The way the school has links with the local and with other communities is excellent.

I have asked the school to make these improvements:

There should be more extra help for you in small groups to help you make better progress, especially in mathematics

Marking and target setting should give you a clearer picture of what you need to do to improve your work, again particularly in mathematics. If you do not know how to improve your work, you should ask your teacher,

Governors should check up more thoroughly on how well the school is working.

Once again, thanks for all your help. It was great meeting you.

Yours sincerely

John Carnaghan

Lead inspector

