

Inspection of Ingoldisthorpe Church of England Voluntary Aided Primary School

Shernborne Road, Ingoldisthorpe, King's Lynn, Norfolk PE31 6PE

Inspection dates:	1 and 2 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2012. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Ingoldisthorpe is a warm, welcoming and inclusive school. The school's strong Christian ethos emanates through everything that the school does. Pupils are polite, articulate and respectful. They attend well.

The school expects pupils to achieve well, and they do. Pupils, including pupils with special educational needs and/or disabilities (SEND), leave the school well prepared for the next stage in their education.

Pupils' behaviour around school is excellent. Pupils from all year groups form positive relationships. Older pupils act as superb role models in their well-mannered, caring and considerate behaviours. In class, most pupils demonstrate positive attitudes to their learning.

The wider opportunities pupils have are exceptional. The rich and varied offer enables all pupils to develop their talents and interests. Pupils have sporting, musical and performing opportunities at local and, on occasion, regional level. Every pupil learns to play a musical instrument. This enriches their school experience considerably.

Older pupils take on a range of different leadership responsibilities. This gives them a genuine voice and role in school life. The 'ethos group' plans and leads collective worship, while school councillors represent the school, carrying out tasks in the local community. This enables pupils to become responsible active citizens.

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

There is a new leadership team at the school. While pupils achieve well by the time they reach the end of key stage 2, leaders have recognised that pupils could achieve even more. Leaders are making well-considered improvements to the curriculum.

A new approach to teaching early reading has recently been adopted. The school is in the process of implementing this. Staff have had initial training and are developing their ability to teach as intended. The books that pupils read are closely matched to their learning. Pupils' progress is checked, and intervention is planned to help pupils to catch up. This means pupils typically learn to read fluently. The school is aware of the need to further train and support staff as they fully implement the school's new approach.

Children in early years get off to a strong start. The curriculum through Nursery and Reception identifies the knowledge that children need to learn. Adults work closely with the children and their parents to ensure learning tasks are planned with children's interests in mind. This means children are engaged and keen to learn. Adults check children's progress regularly and are skilled at interacting with children to extend their learning. As a result, children achieve well in early years and are well prepared for Year 1.

The curriculum across the school is typically taught effectively. Staff present ideas clearly and question pupils skilfully to check their learning. What pupils have learned is revisited,

which supports pupils to secure their learning. Where pupils need extra support, staff identify this and support pupils to keep up with their peers. As a result, pupils generally achieve well across the curriculum.

However, in some subjects, curriculum plans are not as precise as they could be. This means lessons do not always focus on the core knowledge that pupils need to learn and remember. Consequently, in these subjects, pupils do not secure key learning successfully over time and build the depth of knowledge the school intends.

The school identifies the additional needs of pupils with SEND swiftly. Staff understand the specific needs of pupils. They adapt activities effectively to enable pupils with SEND to learn successfully alongside their peers.

Leaders have recently revised the school's behaviour policy. The school's three simple rules, 'be kind, be respectful, be your best', and clearer expectations have enabled staff to manage behaviour more consistently. This means learning in class proceeds without disruption.

Pupils' personal development is a high priority at this school. Pupils, including those who are disadvantaged, benefit greatly from the school's personal, social and health education curriculum. Pupils learn about different cultures, religions and beliefs. They celebrate difference and understand the importance of treating others fairly. They know the importance of British values. Pupils learn and speak confidently about relationships, healthy lifestyles and staying safe. Pupils are well prepared for life in modern Britain.

Those responsible for governance have strengthened their practice. They play an active role in school life. Governors are now challenging and supporting school leaders more effectively.

Leaders are mindful of staff workload and well-being. Staff feel well supported and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's new approach to early reading is at the early stages of implementation. This means staff are not yet fully trained and confident to deliver the curriculum as leaders intend. The school needs to continue to train and support staff to ensure they deliver the curriculum as intended.
- In some curriculum subjects, the knowledge and skills that pupils learn are not as precisely identified as they should be. This means that, on occasion, pupils do not

connect and build on their prior learning. The school should continue to develop its curriculum so that pupils can develop a depth of knowledge effectively over time across all subjects.

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	121134
Local authority	Norfolk
Inspection number	10323677
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair of governing body	Maryanne Young
Headteacher	Julia Norman
Website	www.ingoldisthorpeprimary.com
Date of previous inspection	3 October 2012, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England school in the Diocese of Norwich. The last section 48 inspection of the school's religious character took place in January 2020.
- The school does not currently use alternative provision.
- The school operates a breakfast and after-school provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector spoke with members of the governing body and with a representative from the local authority and the diocese.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils’ work. The lead inspector heard pupils read to a member of staff.
- To evaluate the effectiveness of safeguarding, inspectors: 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 inspectors reviewed a range of documents, including attendance records, pupil records, records of governing body meetings, school development plans and school self-evaluation documents.
- The inspectors observed pupils’ behaviour around the school and during breaktimes.
- The inspectors considered the views of parents through responses to the online survey, Ofsted Parent View, and conversations during the inspection.
- The inspectors gathered the views of pupils and staff through Ofsted’s pupil and staff surveys, as well as through discussions conducted throughout the inspection.

Inspection team

Jonny Wallace, lead inspector

His Majesty’s Inspector

Carol Dallas

Ofsted Inspector

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