

Inspection of Ivegill C of E School

Ivegill, Carlisle, Cumbria CA4 0PA

Inspection dates: 2 and 3 July 2024

Overall effectiveness

Good

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Pupils are proud to belong to this school. They live out the school's values of endurance, trust and community fully. Pupils said that staff treat everyone as an individual. The school nurtures pupils with love and warmth. It has high aspirations for pupils' academic success. This includes those with special educational needs and/or disabilities (SEND). Most pupils achieve well.

Pupils are overwhelmingly appreciative of the staff. They feel safe, well cared for and happy at school. Pupils behave extremely well during lessons and at social times. They spoke enthusiastically about the school being a welcoming place. Pupils recognise the differences that exist between people. They hold the view that diversity in society helps to make the world a more interesting and exciting place to live.

The school fully supports pupils to develop interests beyond the academic curriculum. Pupils are inspired to try new activities or to take part in after-school clubs such as cricket, gardening or singing. Pupils exhibit their artwork in exhibitions and perform with other local schools in music concerts. They are confident and proud to showcase their talents.

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

The school has revised much of the curriculum across key stages 1 and 2. Overall, it has ensured that the curriculum is well organised and that it enables pupils to build their knowledge in a logical order. However, in one or two subjects, and some areas of learning in the early years, the curriculum has not been fully embedded. From time to time, this prevents some pupils from acquiring the depth of knowledge across a breadth of subjects. This hinders pupils from building on new learning successfully.

Staff have secure subject knowledge and they deliver lessons that are engaging and interesting. Teachers skilfully check that pupils have retained key concepts securely before moving on to new learning. The curriculum is enhanced by well-chosen visits and visitors to help pupils extend their learning. This helps most pupils to know and remember more over time and, as a result, achieve well.

Reading is carefully woven throughout the curriculum. Staff successfully encourage pupils to develop a love of reading across the school. Pupils are eager to gain their 'starbooks' tokens and collect a mug of hot chocolate as a reward. They read widely and often. Pupils love nothing better than relaxing at the end of the school day when stories are shared. This exposure to high-quality literature is pivotal in extending pupils' vocabulary.

In the Reception class, children begin to learn letters and the sounds that they represent. Staff are well trained to deliver the phonics scheme. As a result, staff model the sounds that pupils learn in lessons consistently well. Pupils read books

that match the sounds that they know. Consequently, many pupils read with increasing fluency and accuracy by the end of Year 2.

Pupils with SEND achieve as well as their peers. Staff are ably supported by the school to identify and support pupils with any additional needs that they may have. Staff adapt the curriculum successfully so that most pupils secure their knowledge and understanding across the breadth of the curriculum.

Pupils' behaviour is exemplary in classrooms and around the school building. They are highly positive about their learning. Pupils bound into school each day and they are eager to take part in all that the school has on offer. Pupils attend school regularly.

Pupils embrace their various leadership responsibilities. For example, student leaders plan and run lunchtime clubs for younger pupils. Year 6 buddies successfully support children in the early years to help them settle into school life quickly.

The school prepares pupils well for life beyond Ivegill. Pupils have a thorough understanding of fundamental British values. They are tolerant and respectful of others. They have a thorough knowledge of how democracy works and why this is so important in our society. Pupils' well-being and mental and physical health are promoted exceptionally well by the school. Year 6 pupils feel confident to be themselves and feel fully prepared for their next step to high school.

Members of the governing body are dedicated and ambitious for pupils. They have the necessary skills and seek appropriate training to address any knowledge gaps that they may have. Governors work effectively with the school to bring about continuous improvement.

Staff morale is high. They are proud to work at the school. They know that the school and governors consider their well-being when making decisions. For example, the changes to the curriculum have happened in a stepped approach to help staff to manage their workload appropriately. Everyone within the school feels incredibly lucky to be a part of the Ivegill community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, including some areas of learning in the early years, the school has not fully embedded the essential knowledge that children and pupils should learn. This prevents some pupils from acquiring the depth of knowledge that they could across the wider curriculum. The school should ensure that, as these

remaining subject curriculums are embedded, teachers are fully equipped to help pupils build future knowledge on firm foundations.

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 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	112303
Local authority	Westmorland and Furness
Inspection number	10294290
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	84
Appropriate authority	Local authority
Chair of governing body	Tiffany Lew
Headteacher	Matthew Trickett
Website	www.ivegill.cumbria.sch.uk
Dates of previous inspection	27 and 28 June 2012, under section 5 of the Education Act 2005

Information about this school

- This Church of England school is part of the Diocese of Carlisle. Its last section 48 inspection, for schools of a religious character, took place in April 2017. The next section 48 inspection is due by the end of 2025.
- A new headteacher and chair of governors have been appointed since the previous inspection.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement 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 this into account in their evaluation of the school.

- Inspectors spoke with leaders and with members of staff. The lead inspector held discussions with members of the governing body, including the chair of governors. She also spoke with representatives of the diocese and the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, they 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 observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors discussed the curriculum in some other subjects. They spoke with leaders and with some pupils. Inspectors reviewed samples of pupils' work in these curriculum areas.
- Inspectors observed pupils' behaviour during lessons and around school.
- To evaluate the effectiveness of safeguarding, the 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.
- Inspectors reviewed a range of documents, including records of local governing body meetings, leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- Inspectors spoke with groups of pupils about their experiences at school and observed their behaviour at playtime and during lunchtime. They considered the views of pupils shared through Ofsted's online survey for pupils.
- Inspectors spoke with staff about their workload and well-being. They also considered the responses to Ofsted's online survey for staff.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke with some parents and carers during the inspection.

Inspection team

Sue Dymond, lead inspector

His Majesty's Inspector

Kathryn Pym

Ofsted Inspector

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