

Inspection of Impington Village College

New Road, Impington, Cambridge, Cambridgeshire CB24 9LX

Inspection dates:	11 and 12 February 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Victoria Hearn. This school is part of the Eastern Learning Alliance, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Lucy Scott, and overseen by a board of trustees, chaired by David Warwick. The school is also overseen by deputy chief executive officer, Ryan Kelsall.

What is it like to attend this school?

Pupils thrive here. The school promotes a broad range of attributes alongside academic success. There is a strong sense of community. There are opportunities built into the curriculum for creativity, activity and service so all pupils get a wide range of experiences. All pupils can participate in multiple clubs before and after school. There is a wide range of trips, including international opportunities. There are no barriers to participation. The school is determined that everyone should benefit from these rich experiences.

Pupils are diligent. They persevere and are extremely proud of their work. Pupils benefit from the high expectations that the school has for their academic achievement and wider participation. They are encouraged to ask questions and learn to appreciate different views. Pupils become inquiring, caring and motivated to succeed. They know they can do well. The school believes that 'anything is possible' and the academic and pastoral support pupils receive from adults is of exceptional quality.

Pupils benefit from a calm and purposeful atmosphere in lessons and around the school. They behave exceptionally well. They have a mature understanding of each other's needs. They celebrate each other's unique qualities and differences.

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

The school has an ambitious, broad and challenging curriculum. This is guided by the principles of the International Baccalaureate (IB). All pupils are expected to engage in a wide range of studies that extend beyond the taught curriculum. They do. Their inquiry-based work helps them develop their independence, interpersonal skills and service to their community. Their work is of a very high quality. Pupils' ability to engage in discussion and work together is particularly well developed. Pupils complete their written work with pride and care. This includes students in the sixth form.

Teachers have excellent subject knowledge. They receive extensive and high-quality training. Staff are very skilled in using effective ways to teach the curriculum. Teachers select a wide variety of learning activities that ensure pupils learn effectively. Pupils grow in confidence as their knowledge and skills develop. Pupils achieve exceptionally well, whatever their starting point.

A high number of pupils with special education needs and/or disabilities (SEND) attend the school. Pupils' individual needs are quickly identified. All staff are skilled in supporting pupils with SEND. Consequently, pupils with SEND access the full curriculum. They work effectively alongside their peers or in small bespoke groups. Pupils with SEND achieve well.

Pupils enjoy coming to school. Attendance is high. Pupils meet the school's expectations for good behaviour. Staff know their pupils exceptionally well. Any rare lapses in conduct are dealt with according to the needs of the individual. Pupils accept that different pupils need various types of support.

The school emphasises the importance and love of reading. Teachers are skilled in extending pupils' vocabulary in all subjects. Library lessons ensure pupils are introduced to different types of books. Pupils at the early stages of learning to read are identified swiftly. A range of effective interventions are put in place to support them. This ensures pupils develop the skills they need to read confidently and fluently.

The school's personal development provision is exemplary. The personal, social, health and economic curriculum teaches pupils about topics such as mental health and well-being, physical health, healthy relationships, including consent, and staying safe online. Pupils demonstrate an understanding of diversity and treat each other with respect. Pupils and students in the sixth form can take on leadership positions, such as being members of the Impington Students Union. They work with leaders to effect change. This has included the recently implemented policy not to allow mobile phones in school. Specialist speakers supplement the careers programme. There are appropriate visits and work experience opportunities. Pupils and students in the sixth form are exceptionally well prepared for the opportunities available to them when they leave school.

Parents are very positive about what the school provides for their children. The school prioritises engagement with parents and works hard to communicate effectively. This includes regular written communication, explanatory videos, information evenings and coffee mornings.

Leaders at all levels are relentless in working to continually improve all pupils' experiences and achievements. Staff well-being and the sensitive management of workload are a high priority. Members of staff appreciate this. They enjoy working here. The trust and local governing body are exceptionally active in providing support for staff to ensure that standards remain high.

Safeguarding

The arrangements for safeguarding are effective.

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	137826
Local authority	Cambridgeshire
Inspection number	10345325
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,446
Of which, number on roll in the sixth form	256
Appropriate authority	Board of trustees
Chair of trust	David Warwick
CEO of the trust	Lucy Scott
Principal	Victoria Hearn
Website	www.impington.cambs.sch.uk
Dates of previous inspection	5 and 6 November 2019, under section 8 of the Education Act 2005.

Information about this school

- The school is part of the Eastern Learning Alliance
- There is specially resourced provision for 56 pupils with physical and cognitive needs aged 11 to 18.
- The school uses the services of eight alternative provisions. Two are registered and six are unregistered.
- The school has adopted the IB Middle Years Programme in key stage 3 and the IB Diploma and Careers-related programme post-16.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

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.
- 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 visited a range of classes in different year groups and key stages. Inspectors carried out deep dives in these subjects: art and design, English, history, modern foreign languages and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with the principal, other school leaders, the CEO, the deputy CEO, trustees and members of the local governing body.
- Inspectors considered responses to Ofsted's online survey, Ofsted Parent View, including 205 free-text comments, and one written communication received from a parent during the inspection.
- Inspectors considered the responses of the 89 staff who completed Ofsted's survey of staff views.
- Inspectors reviewed the 170 responses to Ofsted's survey of pupils' views, spoke with pupils during their social times and met with students in leadership roles.

Inspection team

Carole Herman, lead inspector	Ofsted Inspector
James Fuller	Ofsted Inspector
Caroline Dawes	Ofsted Inspector
Sharon Pritchard	Ofsted Inspector
Andrew Celano	Ofsted Inspector

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