

# Inglebrook School

Independent school standard inspection report

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Piccadilly Gate  
Store Street  
Manchester  
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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## Information about the school

Inglebrook School, which opened in April 1963, is in the centre of Pontefract. The school caters for children from 2–11 years of age in three separate buildings on the same site. There are currently 95 pupils on roll, including 14 children in the Early Years Foundation Stage, who are in receipt of government funding. The school has separately registered childcare provision for children aged from 2–3 years of age and this provision was formally registered with Ofsted in June 2011. There are no pupils with a statement of special educational needs. The overwhelming majority of its pupils go on to local independent and other secondary schools within the region. The school's motto is, 'Striving for Excellence' and this embraces its basic philosophy of providing, 'well qualified, dedicated and caring staff who expect the best from each and every child in order to fulfil their potential'. The school was previously inspected in June 2008, and separately for its Early Years Foundation Stage provision in 2005.

The provision for children in the Early Years Foundation Stage was not included in this inspection.

## Evaluation of the school

The quality of education provided by Inglebrook School is good, having maintained this standard since the previous inspection. The overwhelming majority of pupils generally attain above average levels in key subjects such as English and mathematics, and make good overall progress during their time at the school. There are secure safeguarding procedures in place. The quality of teaching is good, with lesson planning more thorough in some rather than in all subjects taught. The pupils' attendance is excellent and their behaviour outstanding. The school meets its aims and the vast majority of regulations for independent schools.

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<sup>1</sup> [www.legislation.gov.uk/ukpga/2002/32/contents](http://www.legislation.gov.uk/ukpga/2002/32/contents).

<sup>2</sup> [www.legislation.gov.uk/ukpga/2005/18/contents](http://www.legislation.gov.uk/ukpga/2005/18/contents).

## Quality of education

The quality of the curriculum is good. All required areas of learning are covered, with a suitable balance of time given over to class-based and practical-style activities. The school has a suitably planned provision to develop key literacy and numeracy skills for all pupils, and to provide a range of other subjects that support the all-round intellectual, social, emotional and physical needs of the pupils. The emphasis on these key skills is making a valuable contribution to the pupils' developing confidence and desire to improve further upon their reading, writing and speaking. The school makes good use of external visitors to support its curricular and extra-curricular activities. The pupils respond well to these additional activities, which add to their enjoyment of regularly attending school. Those pupils with identified learning needs are also being well supported, through curricular intervention work. The combination of these varied learning opportunities for all pupils means that they are well prepared for the next stage of their education.

The quality and effectiveness of teaching are good, with the assessment of pupils' progress being satisfactory. The working relationships between school staff and pupils, and between the pupils, are excellent because of the effective management and organisation of learning in lessons. Teachers' planning is of a satisfactory standard overall, but significantly better in literacy, numeracy, science, history and geography. In the best planning, teachers identify clearly the different skills, knowledge and understanding that the pupils will be expected to learn. However, this level of detail is not applied to all subjects. There is regular recording of pupils' progress in mathematics and English, but teachers do not yet regularly assess and record pupils' progress for all subjects taught, which limits their ability to ensure ongoing continuity and challenge in pupils' learning, relative to their known capabilities. Teachers' marking is consistent but not always as well balanced in terms of praise and comments about where improvements can be made. Teachers generally use lesson time well, although on a few occasions 'teacher talk' goes on for too long, which limits the opportunities for the pupils to take greater responsibility for some aspects of their own learning.

The pupils' attainment by the time they leave the school ranges from broadly average to above, with a majority at the higher level of achievement in English and mathematics. Pupils' overall progress during their time at the school is good because they consolidate and acquire new subject knowledge and skills, which they apply well both orally and in writing.

## Spiritual, moral, social and cultural development of pupils

The quality and effectiveness of the school's provision for the spiritual, moral, social and cultural development of its pupils are good, with some outstanding features. The pupils' behaviour is outstanding and is very effectively encouraged and nurtured

through good quality teaching and excellent working relationships in lessons. There is constant and supportive reinforcement of the school's focus on helping the pupils to develop their moral and social qualities, which ensure that the pupils know the difference between right and wrong, and can work very well in small groups and in whole-class activities. Teachers and other adults regularly use encouragement and social praise to good effect, especially when working in 'question and answer' activities, where the emphasis is on careful listening and responding in a timely way. The attendance of the pupils is excellent, as reflected in their high level of enjoyment of all that they do in school; it is further evidenced in the pupils' and parents' responses in the inspection questionnaires. Attitudes to learning are exemplary, and the pupils are able to settle down quickly to their work without undue fuss or disruption to others. Although the pupils learn about different world faiths, there is a more limited range of opportunities to learn about the important cultural characteristics of a range of different local, national and international communities.

## **Welfare, health and safety of pupils**

The school's measures to promote the welfare, health and safety of its pupils, including child protection, are good and include relevant training for the staff. Procedures for safeguarding the pupils are well known and adhered to by all staff. The supervision of pupils in lessons and at breaks and lunch times is effective. For their part, the pupils know, very clearly, what is expected from them in terms of their attitudes and behaviour when working individually or with others in lessons. The school's policies on safeguarding, anti-bullying, first aid and health and safety are compliant with the regulations. However, there is insufficient clarity about the range of proportionate sanctions that will be used in the event of a pupil misbehaving. The school promotes the general well-being of its pupils through aspects of its personal, social and health education programme, and its timetabled provision for physical activities, in and out of formal lesson time. Fire safety checks comply with the regulations. The school does not meet fully its duties under the Equality Act 2010, and must produce a written plan covering a three-year period to increase over time the accessibility of the school premises, the curriculum and information to disabled pupils, within the resources that the school can afford.

## **Suitability of staff, supply staff and proprietors**

The single central register contains all the information to ensure that the required regulatory checks have been carried out on all staff who work with the pupils.

## **Premises and accommodation at the school**

The school meets all but one of the regulations. The main part of the school occupies a reasonably sized Victorian style building, which caters for Key Stage 1 pupils and a kindergarten. There are four classrooms, two of which are used for Key Stage 1 pupils, one for withdrawal groups targeted for specific support work, and a dedicated

computer room. There is also the proprietor's office, which is also used as a room for listening to pupils read. There is a hall, of good size, which doubles up for lunch and a range of indoor activities. The classrooms are large enough to cater for the number of pupils currently on roll. The buildings are of sound construction and are in good condition. There is a kitchen, which serves hot lunches and which has met all requirements from the local environmental health. There is suitable access to toilet and washbasin facilities. There are two other separate buildings within the school site, one of which caters for Key Stage 2 pupils and one for nursery-aged children. There is also a suitably sized outdoor hard court area, some parts of which are in need of minor repair. The headteacher and proprietor are also aware of the need to upgrade some features relating to security, and that the facilities for pupils who are ill are inadequate.

## **Provision of information for parents**

The school does not yet meet all the regulations relating to the provision of information for parents. A new school prospectus is in its final draft stage, and while this will include more detailed information about what must be made available to parents, on request, it has not yet been formally published and made available. Currently, there is no information about the proprietor's contact address and telephone number, both during the term time and holidays; the policy on sanctions used is insufficiently clear in identifying the school's proportionate approach to misbehaviour; there is no clear policy about health and safety on educational visits; and, it is not made sufficiently clear that a copy of the safeguarding policy will be sent to any parents requesting it. Annual reports are of a satisfactory standard, but the school has not agreed with parents, either verbally or in writing, that its policy is to limit teachers' written progress comments to a small number of the main subjects taught.

## **Manner in which complaints are to be handled**

The procedures for handling complaints comply fully with the regulations.

## **Compliance with regulatory requirement**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.<sup>3</sup>

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

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<sup>3</sup> [www.legislation.gov.uk/uk/si/2010/1997/contents/made](http://www.legislation.gov.uk/uk/si/2010/1997/contents/made).

- implement a written policy which sets out the proportionate sanctions to be adopted in the event of pupils misbehaving (paragraph 9).

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- provide facilities for pupils who are ill, in accordance with regulation 5 of the Education (School Premises) Regulations 1999 (paragraph 23(k)).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- make known the proprietor's full name, address for correspondence during both term time and holidays, and a telephone number or numbers on which they may be contacted at all times (paragraph 24(1)(a))
- make available to parents and parents of prospective pupils, and on request, the Chief Inspector, the secretary of State, or an independent inspectorate the following:
  - particulars of the sanctions adopted in the event of pupils misbehaving
  - particulars of the arrangements for promoting pupils' health and safety on educational visits (paragraph 24(1)(b))
- where not available on the school website, a copy of the safeguarding policy must be sent to parents of pupils, and of prospective pupils, on request (paragraph 24(1)(c))
- agree (in writing or verbally) with the parents that the school will only be reporting back on a small number of main subjects taught (paragraph 24(1)(f)).
- In order to comply with the requirements of the Equality Act 2010, the school should devise a three-year accessibility plan.<sup>4</sup>

## What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development.

- Develop teachers' lesson planning to include all subjects taught.
- Develop and implement a strategy for the regular assessment and recording of pupils' progress in all subjects taught as an aid to improving future lesson planning and reporting their progress to parents.
- Audit and plan for a broader range of learning to aid the pupils' deeper understanding of different cultures, locally, nationally and internationally.

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<sup>4</sup> [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents).

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		√		
The behaviour of pupils	√			

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		√		
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## School details

<b>School status</b>	Independent		
<b>Type of school</b>	Independent day school and nursery		
<b>Date school opened</b>	April 1963		
<b>Age range of pupils</b>	2–11		
<b>Gender of pupils</b>	Mixed		
<b>Number on roll (full-time pupils)</b>	Boys: 36	Girls: 45	Total: 81
<b>Number on roll (part-time pupils)</b>	Boys: 7	Girls: 2	Total: 9
<b>Number of children aged 0–3 in registered childcare provision</b>	Boys: 5	Girls: 0	Total: 5
<b>Number of pupils with a statement of special educational needs</b>	Boys: 0	Girls: 0	Total: 0
<b>Number of pupils who are looked after</b>	Boys: 0	Girls: 0	Total: 0
<b>Annual fees (day pupils)</b>	£ 3,540 (under seven) - £3,840 (over seven)		
<b>Annual fees (childcare)</b>	£1,020 – £3,540 (variable rate according to age and number of sessions)		
<b>Address of school</b>	Northgate Close Pontefract West Yorkshire WF8 1JL		
<b>Telephone number</b>	01977 700120		
<b>Email address</b>	inglebrook@hotmail.co.uk		
<b>Headteacher</b>	Mrs J Bellamy		
<b>Proprietor</b>	Mrs J Bellamy		

**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.**



28 September 2011

Dear Pupils

### **Inspection of Inglebrook School, Pontefract, WF8 1JL**

I should like to thank you for the very warm welcome you gave to me and the other inspector when we recently visited your school. We enjoyed meeting you and your teachers, and appreciated the way you were willing to talk about the different things you do at school.

We hope that both you and your parents enjoy reading the following, in which we summarise our main findings from the inspection.

- The quality of education is good.
- Almost all of you generally attain above average levels in key subjects, such as English and mathematics.
- Your overall progress at school is good.
- The quality of the curriculum and teaching are both good.
- The way teachers assess your progress is satisfactory overall, and needs to be developed further to include all subjects taught.
- Your behaviour, including attitudes to learning, is outstanding.
- You said you enjoy attending school and participating in the many activities provided in and out of lesson time.
- Although you already do a lot of work about different world faiths, we would like the school to plan more work to help you understand and appreciate the different cultures from local, national and international communities.

We hope that you continue to enjoy attending school and that you achieve all that you and your parents or carers would wish for the future.

Yours sincerely

Brian Blake  
Her Majesty's Inspector