

# Ingleton Primary School

## Inspection report

---

<b>Unique Reference Number</b>	121445
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359014
<b>Inspection dates</b>	7–8 December 2010
<b>Reporting inspector</b>	Sue Sharkey

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Carl Lis
<b>Headteacher</b>	Mrs Dawn Barry/Joanna Colledge
<b>Date of previous school inspection</b>	19 May 2008
<b>School address</b>	Low Demesne Ingleton, Carnforth Lancashire LA6 3DY
<b>Telephone number</b>	01524 241592
<b>Fax number</b>	01524 241663
<b>Email address</b>	admin@ingleton-pri.n-yorks.sch.uk

---

<b>Age group</b>	3–10
<b>Inspection dates</b>	7–8 December 2010
<b>Inspection number</b>	359014

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited seven lessons and observed six teachers. Meetings were held with the headteachers, pupils, parents and carers, representatives of the governing body and staff. The inspectors observed pupils' work and looked at the school's systems for tracking pupils' progress, safeguarding documents and key policies. Inspection questionnaires from 56 parents and carers, 14 school staff and 50 pupils were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- The effectiveness of monitoring carried out by leaders on the school's performance.
- The effectiveness of actions taken to raise attainment and achievement in mathematics.
- Whether teaching is challenging enough for pupils to make the best progress possible.
- Whether planning for the Early Years Foundation Stage enables full use of both indoor and outdoor environment.

## Information about the school

This is a smaller than average primary school. The proportion of pupils known to be eligible to free school meals is lower than the national average. Most pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is above the national average. The school admits pupils from three to ten years of age when they then move on to a middle school. The school has two headteachers who are jointly responsible for leading and managing the school. The school has some classes containing pupils from two different year groups. The Early Years Foundation Stage is made up of a class of nursery and reception age children, and they are taught in a class with Year 1 pupils. An independent provider runs a baby and toddler group on the school site and this is subject to a separate inspection. The school has the Healthy School status and the Sportsmark award.

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

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

Ingleton Primary is a good school. Its care, guidance and support for pupils and its links with a wide range of partners are outstanding. These links bring considerable benefits to the learning and personal development of all pupils. Parents and carers rightly feel the school is extremely caring and recognise that pupils' personal development is a high priority. A typical comment was, 'I feel incredibly fortunate that my children attend such a good school where there is a lovely atmosphere. Pupils' individual learning needs are very much catered for.' Pupils leave as active learners and confident young citizens, keen to contribute to the community.

Children enjoy learning from their start in the Early Years Foundation Stage where they are nurtured and cared for in a safe environment and make good progress. Pupils' attainment by the end of Year 5 is above that expected of pupils of a similar age in English and mathematics, reflecting good achievement and progress across Key Stages 1 and 2. Pupils with special educational needs and/or disabilities make similarly good progress; they benefit from extra support and amended tasks that meet their needs well.

Pupils' excellent behaviour and personal qualities reflect the school's central values of respect, responsibility and community involvement. Pupils' involvement in the school and wider community is first class. They actively help others through regularly raising funds to support local and international charities. The promotion of healthy living is excellent. Pupils know how to eat healthily and appreciate the many opportunities to take part in fitness activities, such as cross country running and swimming. Teachers use a wide range of teaching styles which successfully enthuse and motivate pupils. There is not always enough challenge to extend the more-able pupils. Teachers use good planning and quality resources to ensure lessons are interesting and lively with good chances to use information and communication technology (ICT), but there is not always a wide enough range of technology available to support pupils' independent learning.

The drive and ambition of the headteachers ensure that the school is always seeking ways to support pupils even more. Extremely close contacts with families result in the school being keenly aware of pupils' needs so that staff are confident that they are doing the very best for each individual. Since the last inspection, accurate self-evaluation has led to a range of effective strategies that ensure the school continues to move forward and progress. Actions taken to improve achievement have had a positive impact, showing that the school has good capacity to improve.

## What does the school need to do to improve further?

- Make teaching even better by:

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

Please turn to the glossary for a description of the grades and inspection terms

- ensuring that teaching consistently challenges more-able pupils throughout lessons
- ensuring that a wider range of information and communication technological resources are used across the curriculum to maximise independent learning.

## **Outcomes for individuals and groups of pupils**

**2**

Since the last inspection, the school has introduced a range of strategies which have successfully raised pupils' achievement in English, particularly in reading, and in mathematics. Pupils say they enjoy lessons because teachers make them fun. Enjoyment and good progress in lessons were frequently evident during the inspection. In a Year 5 lesson, where pupils were finding fractions of given amounts of money, they enjoyed working with partners to discuss their findings and see who worked out the correct amount first. In Years 3 and 4 pupils acted out short scenes to help them write a play script for Red Riding Hood. They showed confidence in their performance and questions from pupils in the audience illustrated sensible thinking. Overall, pupils enter the Early Years Foundation Stage with skills below that expected for their age. They make good progress in the Reception class. They sustain good progress over time and so when they leave school in Year 5 their attainment is above the levels expected for their age. Pupils with special educational needs and/or disabilities make good progress because well-focused support for them is readily available.

Pupils' outstanding behaviour is apparent in their keen sense of right and wrong. In lessons and when playing together they treat each other extremely well and take care of one another. Pupils say they feel safe and secure. They report that adults care for them and will always help them. Pupils possess an excellent awareness of the importance of being healthy and talk confidently about keeping themselves fit through regular exercise in school and through healthy eating. Pupils have positive attitudes and their enjoyment of learning is a key factor in their above average attendance. Pupils' involvement in the wider community is outstanding. They are keen to be involved with projects in the town and are proud of the important role they play, through the Kid's Committee, in helping to improve their school. They take their roles and responsibilities in school very seriously. Spiritual, moral, social and cultural development is good.

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

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Lessons are characterised by a positive climate for learning, good relationships and a strong sense of purpose. Teaching is enhanced by well-resourced classrooms, which are supportive to learning. Lessons contain a good range of activities to enthuse pupils. However, work is not always challenging enough to extend learning for the more-able pupils. Strong features in teaching include the fast pace of lessons, imaginative and stimulating activities which fire pupils' enthusiasm and good subject knowledge of teachers. Good systems are in place to assess pupils' learning and progress and these are used well by teachers to guide their planning. Teaching assistants make a positive contribution to the learning of pupils and especially those with special educational needs and/or disabilities.

The good curriculum provides a wide range of learning experiences and is used well by teachers to underpin the pupils' learning. Teachers' planning makes good use of skills learnt in English and mathematics by carefully weaving opportunities to apply them through other subjects. There is a wide range of enrichment activities offering pupils the chance to add to their skills and interests. The school also make good use of their immediate environment, for example, visiting Ingleton caves or studying the local river. Information and communication technology skills are well taught, but as yet pupils do not have enough opportunities to use a wider range of resources in order to extend their independent learning. Year 5 take part in residential activities. Such activities help to raise

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

Please turn to the glossary for a description of the grades and inspection terms

pupils' awareness of different people's needs and life experiences, helping to ensure that they are soundly equipped for their future life.

Pupils' welfare is given a very high priority and the very close links with families when children enter the Early Years Foundation Stage continue throughout the school. Excellent arrangements are in place to support and care for pupils and to help them develop and learn. The school successfully uses an extremely wide range of support and intervention, closely tailored to an individual pupil's needs. Links with outside agencies are used well in ensuring the well-being of all pupils, especially those with special educational needs and/or disabilities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteachers and all staff demonstrate a caring ethos which pervades the work of the school. The school is well led and managed by two headteachers who work successfully together and are dedicated to continuous improvement. Middle managers, including subject leaders, share the headteachers' vision for making the school even better. They are involved in monitoring their subject so that they can ensure that achievements and standards continue to improve. Equal opportunities are promoted well, for example, by rigorously evaluating and monitoring the performance of all pupils. The governing body is supportive, understands the school's strengths and weaknesses and ensures that the good policies and procedures for safeguarding are monitored frequently. The school's success in extending pupils' awareness of other beliefs and ways of life, through strong links with a school in another part of Great Britain, shows good community cohesion. The school is extremely committed to working in partnership with other schools and organisations. These strong links enable leaders to work closely together for support as well as providing a wide range of opportunities to promote pupils' learning and well-being. The school development plan is well informed, with sharp detail from monitoring and evaluation, and it contains very apt priorities. The school has excellent relationships with parents and carers. It provides good value for money.

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

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The Early Years Foundation Stage gives children a good start in their personal, social and emotional development. Children quickly settle into the Nursery class because of the high quality care and support they receive as well as the very good partnerships with parents and carers and good induction processes. The stimulating learning environment enables children to talk, play and share. They use computers and explore the properties of different materials, for example, when they make and use salt dough to design and make owls. Children particularly enjoy the opportunity to use the outdoor area. During a snowy period children decided the best way to deliver Christmas parcels to the Three Bears house was on a sledge, which they took in turns to pull. Children are well taught and good use is made of assessment in helping identify what children need to do next. As a result, the majority of children make good progress throughout their Nursery and Reception Years so that by the time they reach Year 1 most are broadly in line with age expectation. They often make particularly good progress in their personal development. Reception children work alongside Year 1 but good planning ensures that both groups are well provided for so that all children are suitably challenged. Children behave very well and thoroughly enjoy the many opportunities they have to learn. Leadership and management of the Early Years Foundation Stage are good, exemplified by high expectations and the well-tailored curriculum designed to meet each child's needs.



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

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The overwhelming majority of parents and carers who returned the questionnaire are positive about the way the school cares for and educates their children. They feel that their children enjoy school, are kept safe and are pleased with their children's progress. Some took time to add comments to the questionnaire they returned, many to reinforce the strength of their positive views, which inspection findings support.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ingleton 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 108 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	82	9	16	0	0	1	2
The school keeps my child safe	45	80	9	16	1	2	1	2
My school informs me about my child's progress	36	64	19	34	1	2	0	0
My child is making enough progress at this school	38	68	15	27	3	5	0	0
The teaching is good at this school	40	71	15	27	1	2	0	0
The school helps me to support my child's learning	43	77	11	20	2	4	0	0
The school helps my child to have a healthy lifestyle	44	79	11	20	0	0	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)	38	68	16	29	1	2	0	0
The school meets my child's particular needs	38	68	14	25	3	5	0	0
The school deals effectively with unacceptable behaviour	41	73	12	21	0	0	1	2
The school takes account of my suggestions and concerns	40	71	12	21	3	5	0	0
The school is led and managed effectively	44	79	11	20	1	2	0	0
Overall, I am happy with my child's experience at this school	45	80	9	16	1	2	1	2

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



9 December 2010

Dear Pupils

**Inspection of Ingleton Primary School, Carnforth, LA6 3DY**

Thank you for making us so welcome when we visited your school recently. We really enjoyed talking with you and watching you learn in lessons. We were extremely pleased with how well you understand the importance of keeping healthy and we decided it was outstanding. We thought your behaviour was excellent and congratulate you for raising money for so many different charities. The excellent contributions you make to help improve your school as well as helping many people outside school are a great credit to you all.

Teachers work very effectively to help you to learn, and teaching and the curriculum that teachers plan in your school is good. I also thought your work was good and that you achieve well. Adults in the school know you well and you feel confident that they will help you if you have any worries

I have asked your school to see if they can make sure that you use a wider range of different computers or resources, such as microscopes which attach to computers, so that you can explore and investigate on your own. When you are in lessons I have also asked the school to challenge you more so that some of you can achieve higher levels. We were pleased to see you playing outside in the snow so sensibly whilst still having lots of fun. It was good to see you having such fun in the snow whilst still learning. I hope you get all your parcels and letters delivered on time.

I was really pleased to tell your headteachers that your school is a good school. Well done and I hope you all continue to work hard and continue to enjoy school. Enjoy all your celebrations leading up to Christmas and have lots of fun.

Yours sincerely

Mrs Sue Sharkey

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**