

Ingrow Primary School

Inspection report

Unique Reference Number	107262
Local Authority	Bradford
Inspection number	356120
Inspection dates	13–14 January 2011
Reporting inspector	Judith Straw

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Mrs Angela Wysocki
Headteacher	Mrs Louise Smith
Date of previous school inspection	23 June 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons taught by eight teachers and observed a school assembly. They held discussions with the executive headteacher, the head of school, the assistant headteacher, the Chair of the Governing Body, other teaching staff and several groups of pupils. An inspector spoke informally with parents as they were bringing their children to school in the morning. Inspectors observed the school's work, and looked at a range of documentation including the school development plan, teachers' lesson plans, assessment and tracking evidence and pupils' workbooks. Forty-two questionnaire responses from parents and carers were scrutinised as well as responses from pupils and staff.

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

- How effectively the school is promoting the achievement of all pupils and that of boys in particular.
- The effectiveness of measures taken to improve learning this year.
- How well the curriculum promotes writing and the effectiveness of support programmes in helping pupils with special educational needs and/or disabilities.
- The effectiveness of leaders and managers at all levels in improving attendance and behaviour, and driving the school forward.

Information about the school

The school is smaller than the average primary school. The great majority of pupils are from White British backgrounds. Very few pupils speak English as an additional language. The number of pupils known to be eligible for free school meals is very high. The proportion of pupils with special educational needs and/or disabilities is average.

The school became part of a hard federation with Long Lee Primary School in April 2010. The two schools have separate budgets and retain their separate status but a federated governing body and an executive headteacher oversees both schools. In addition, each has its own head of school.

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?

3

The school's capacity for sustained improvement

2

Main findings

The school has emerged successfully from an unsettled period affected by changes in staffing and leadership. Standards had been low for some years and in the recent past some issues, including behaviour, had been hampering progress. Following the appointment of a new head of school and an executive headteacher, the school is now improving rapidly and provides a satisfactory standard of education. An increasing number of aspects of the school's work, along with nearly all aspects of pupils' personal and social development have become good.

Although attainment remains just below the national average, standards at the end of Year 6 have risen consistently over the past three years and results in 2010 were the best for nine years. Teaching is improving because unsatisfactory teaching has been eliminated. Pupils' learning is now consistently satisfactory and in some classes it is good. The school is aware of the comparative weakness in writing and a whole-school focus on writing is bringing about improvements. Measures are in place to close the gap between the attainment of girls and boys. Boys have underperformed in the past. New initiatives are effective in making sure that pupils with special educational needs and/or disabilities are quickly identified and helped so that they make the same progress as other pupils.

The school has put great effort into improving pupils' personal development with considerable success. Pupils consistently behave well and have very positive attitudes to work. They play an increasingly important role through the 'pupil office' and school council and are proud of their school and what is being achieved. They have strengthened their life skills, especially their awareness of safety and health issues. They are eager to play a role in their local and wider communities.

Teaching is satisfactory with some that is good. Common strengths include classroom organisation, behaviour management and clarity of learning objectives. Good new assessment procedures help teachers' planning but do not always ensure that pupils of all abilities receive a high enough challenge. In some lessons there are not enough opportunities for pupils to take responsibility for their own learning and so make faster progress. Teachers mark pupils' work and offer praise and encouragement but do not always give sufficient advice on how pupils can reach the next level.

Key elements in the school's growing success are the good quality of care, guidance and support, which has resulted in better attendance, and the complementary skills of the executive headteacher and the head of school, which are well supported by the governing body. Leaders have worked very effectively with staff, parents, carers and outside agencies to ensure the school is a safe haven for all and a place where children enjoy their learning. The two schools in the federation are supporting each other and sharing expertise to the benefit of both institutions. Self-evaluation is accurate and there are

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ambitious plans to secure further improvement. Based on what has been achieved in a relatively short time the school has good capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the proportion of good and better teaching by:
 - ensuring teacher's planning is based on precise use of the school's good quality data about pupils' attainment and progress so that pupils of all abilities are given work at an appropriately challenging level
 - focusing verbal comments and the marking of pupils' work consistently on what needs to be done to reach a higher level.
- Build on the school's good work in improving pupils' personal development by:
 - providing more opportunities for pupils to develop their communication skills
 - encouraging pupils to engage in independent learning.

Outcomes for individuals and groups of pupils**3**

Many pupils enter the school with skills that are well below those expected. By the end of Year 6 attainment is a little below the national average and pupils have made satisfactory progress. A higher proportion of pupils are working at the level expected for their age in reading and mathematics than previously. Attainment in writing is improving but remains below the national average. In lessons, pupils work hard and are keen to succeed. They settle to work quickly and work well individually, in pairs or in groups. The school is working to improve learning by the development of thinking skills so that pupils are given more opportunities to discuss their answers and to share ideas with each other. For example, in a Year 6 lesson about the dramatic discovery of ancient tombs in Egypt, pupils spent time describing and discussing their answers before writing their newspaper-style articles. The result was a series of exciting, lively and imaginative accounts. Pupils comment that they find learning enjoyable and this was evident in many of the lessons observed during the inspection.

Pupils' behaviour is consistently good in lessons and around the school. The establishment of the 'pupil office' gives Year 6 pupils opportunities to have a say in how the school is run through various groups looking at areas such as health and safety, the development of learning, the 'Eco team', community team and organising playground buddies. Pupils meet in their various groups at lunch times and feel that they have a genuine voice in contributing to running the school. Pupils are proud of the school's long history and enjoy sharing their facilities and experiences with fellow pupils in the federated school. Pupils are confident that they are safe and have trust in all the adults in school. They enjoy many sporting activities and relish the daily choice of fruit and vegetables. The school has held the healthy school award for two years and healthy lifestyle is firmly embedded. Healthy living is further promoted through the handbook of good manners and behaviour which is presented to every child and parent. This useful little booklet covers every aspect of preparing for school and making the best of every opportunity. Pupils value it and try to put the good advice into practice. The opportunity to take responsibilities in school, as well

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as improved attendance and punctuality, means that pupils have a sound preparation for the next stage of their education. Pupils enjoy mixing with their friends in the federated school and others in the local community. They have a good awareness of the lifestyles and faiths of different types of people.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching is consistently satisfactory or better and the pace of learning is accelerating. Pupils enjoy their lessons and are fully engaged. Teaching has successfully improved pupils' attitudes, behaviour, confidence and relationships with adults and, consequently, pupils work hard. Sometimes the pace of learning is slower because the level of challenge is too low and sometimes the introductions to lessons are too long. Teachers do not always plan lessons which precisely match the needs of the different pupils in their classes. Sometimes there are not enough opportunities for pupils to manage their own learning and so become more independent. Teachers mark work conscientiously and give praise and encouragement but sometimes miss the opportunity to identify the next steps which will take pupils to a higher level.

The curriculum is satisfactory and is helping to promote pupils' enjoyment and achievement. The curriculum meets all statutory requirements and supports learning for all pupils. The school is working alongside its federated school to develop a more creative curriculum in which subjects are linked in new and interesting ways. For example, Year 3

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pupils were expressing their understanding of the character of Henry VIII through their creation of a whole-class giant portrait. However, this development is at an early stage and does not yet focus on developing literacy, numeracy and information and communication technology skills across the curriculum. The range of extra-curricular activities, especially those at lunchtime, is good and ensures that pupils continue active learning outside of lessons.

The good quality of care, guidance and support has demonstrated considerable success in significantly improving pupils' attitudes, attendance, behaviour and enjoyment at school. It has successfully created the conditions in which good learning can be fostered. Pupils feel entirely safe in school and are clearly happy. Pupils are made very aware of the possible dangers of the internet through regular sessions in information and communication technology lessons. Vulnerable pupils are helped to overcome substantial barriers to learning through partnerships with outside agencies and through the school's own nurture group. Arrangements to ease pupils' progress and transition through the school and on to high school are good.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The recent improvements to the school have been led by the executive headteacher, the head of school and the Chair of the Governing Body. They have created an environment where every member of staff feels included and wants to be part of the vision for success and share the achievement of reversing a decline and developing a good and successful school. The school's priorities for success are the right ones and there is an unrelenting focus on raising achievement and improving provision to the best it can be. Members of the governing body are effective because they are fully involved in all decision making and regularly visit the school and the classes to which they are attached. Subject leaders are held accountable, as are all class teachers, for the progress made by pupils in their care. High expectations are set for everyone, staff and pupils alike. A rigorous tracking system allows leaders and teachers to identify which pupils need extra support and where progress is the weakest so that remedial action can be swiftly taken. Productive links between the executive headteacher, the head of school, the local authority services and families have led to a decrease in persistent absentees and support for pupils who are vulnerable or who find it hard to behave well at all times. Parents and carers appreciate the many improvements which have taken place in recent months. They know they can discuss any problems with their children's teachers or with the head of school whenever they need to.

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The hard federation brings strength to both schools and the opportunity for the two staff teams to share good practice and work together on a number of projects which enhance learning and widen the horizons of pupils and teachers. The school has close links within the local community but links further afield are at an early stage of development. The school prides itself on treating all pupils equally but is still working on resolving the disparity in achievement between girls and boys. However, the gap is narrowing rapidly and the achievement of all pupils is at least satisfactory. The school has effective procedures for tackling discrimination. Safeguarding is a strength of the school and permeates all aspects of the school's work. Child protection arrangements are secure and the school has taken all reasonable precautions to make sure that the building is safe, including securing all access routes and perimeter fencing. Pupils take a lively interest in their own safety and that of others. Pupils have their own health and safety team whose role is to monitor the quality of safety around the school. This is a role that they take very seriously.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation stage with knowledge, skills and abilities much less well developed than is expected for children of their age. They settle rapidly and engage actively with the wide range of exciting learning activities available to them, including a spacious and well-equipped outdoor learning area. Children make good progress in personal, social and emotional development. This lays an effective essential foundation for development and learning across all the other areas of the curriculum. Children form good relationships with each other and with adults. They enjoy their learning and experience a good balance of play and work. During the inspection a group showed how well they could recall the story of 'The Three Little Pigs' before going outdoors and re-enacting the entire tale. Progress in mathematics and writing is slower

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than progress in other areas and the school is aware of the need to accelerate learning in these areas. Progress overall is satisfactory and when children enter Year 1 they are still working below nationally expected levels.

Teaching is satisfactory and steadily improving under new leadership. Adults record the small steps in learning made by children effectively but they could find more opportunities to extend children's learning by using focused questioning. Children are safe and learn how important it is to be healthy by finding out about fruit and vegetables and playing plenty of vigorous games. There is a strong partnership with parents and carers who are regularly informed about their children's progress through learning journey books which are available for them to see at any time.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The large majority of parents and carers who responded to the questionnaire were very positive in their appreciation of the work of the school. Comments included praise for the work of the nursery, praise for the breakfast club and expressed the general view that the school has improved the quality of teaching and its facilities and resources. Most parents and carers who commented, thought that communications between home and school were good. One respondent disagreed. Inspectors found that the school has made good progress and improved many aspects of its work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ingrow 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 191 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	36	25	60	2	5	0	0
The school keeps my child safe	20	48	17	40	5	12	0	0
My school informs me about my child's progress	22	52	18	43	2	5	0	0
My child is making enough progress at this school	19	45	20	48	3	7	0	0
The teaching is good at this school	18	43	21	50	2	5	0	0
The school helps me to support my child's learning	20	48	18	43	4	10	0	0
The school helps my child to have a healthy lifestyle	16	38	24	57	2	5	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)	14	33	22	52	2	5	0	0
The school meets my child's particular needs	16	38	24	57	2	5	0	0
The school deals effectively with unacceptable behaviour	12	29	22	52	3	7	3	7
The school takes account of my suggestions and concerns	12	29	23	55	6	14	1	2
The school is led and managed effectively	15	36	23	55	1	2	2	5
Overall, I am happy with my child's experience at this school	19	45	18	43	2	5	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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



17 January 2011

Dear Pupils

Inspection of Ingrow Primary School, Keighley, BD21 1BW

Thank you for the warm welcome you gave to me and my colleagues when we visited you in school last week. It was a pleasure to see you in class and to talk to so many of you about your work and interests. I enjoyed meeting some members of the pupil office and hearing your very positive opinions about school.

Your school provides a satisfactory education and some of its work is good. Your attainment is rising and you are all doing better in reading and mathematics. Your progress in writing is slower but even here there is good improvement. You told us that you enjoy school very much, that you feel safe and that there is little or no bullying. Your awareness of how to be healthy and your contribution to your community are good. You behave well and know that attendance is important.

You are learning at a satisfactory rate because your teachers give you interesting things to do and you usually try your best. We found that school leaders and managers know exactly what to do to improve the school further and that they have good plans in place. We have suggested two ways which will help. First we want teachers to plan lessons more closely around what they know you as individuals can do, so that work is neither too easy nor too hard for some of you. When they mark your work, we have asked teachers to tell you how to make it even better. Second we have asked teachers to give you more opportunities to discuss your work to develop your communication skills and to let you make more choices so that you can work independently. You can all help by continuing to listen carefully to your teachers and attending every day.

We wish you all success in the future.

Yours sincerely

Mrs Judith Straw

Lead inspector

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