

Inglewood Junior School

Inspection report

Unique Reference Number	112216
Local Authority	Cumbria
Inspection number	357067
Inspection dates	23–24 March 2011
Reporting inspector	Sheila Mawer

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Mr Keith Abbot
Headteacher	Mr David Grimshaw
Date of previous school inspection	29 April 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 12 lessons taught by 10 teachers. Meetings were held with staff and pupils and representatives of the governing body. In observing the school's work a range of documents was examined including the school improvement plan, records of pupils' progress, safeguarding procedures, minutes of governors' meeting and teachers' lesson plans. The inspectors also analysed the 65 questionnaires returned by parents and carers. In addition, questionnaires were received 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.

- The progress pupils make, with particular emphasis on more-able pupils and boys' writing.
- How effectively the school uses tracking and target-setting to identify underachievement and improve pupils' learning.
- The impact of the themed approach to the curriculum on the progress made by pupils in acquiring key skills.
- The extent to which school leaders impact on improving rates of progress through their monitoring and evaluation of teaching and learning.
- How well the school is planning opportunities for pupils to experience the cultural, ethnic and social diversity in the United Kingdom and the wider world.

Information about the school

This junior school, located close to the city centre, is slightly larger than average in size. Most pupils transfer into the school from the infant school that shares the same site. Nearly all pupils are of White British heritage. The percentage of pupils who are known to be eligible for a free school meal is above the national average. The proportion of pupils with special educational needs and/or disabilities is well above average. The school shares the dual placement of a small number of pupils with a local special school and a referral unit. The school has received a number of awards in recognition of its work to promote healthy lifestyles.

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

Inglewood continues to provide a good education for its pupils. Several aspects of its work have improved since the last inspection. Leadership and management have strengthened because the headteacher and deputy headteacher have successfully communicated and established their vision for improvement with staff and the governing body. Rigorous monitoring and evaluation have improved the teaching and learning to a good and sometimes outstanding standard. The governing body is more effective, while recognising there is still a need to implement more completely all elements of community cohesion. The areas for improvement in the last inspection have been tackled successfully. The headteacher and senior leaders have a good understanding of the school's strengths and weaknesses because self-evaluation is accurate. Given the current strengths in teaching, the stimulating curriculum and strong and effective leadership, the school is well-positioned to continue to improve.

There are some outstanding features in provision. The excellent enrichment within the curriculum supports pupils' good personal development and their strong enjoyment of learning. The themed approach to the curriculum is effectively building on pupils' skills. Overall the curriculum meets the needs of individual pupils well, but a few pupils occasionally miss their full entitlement when they are withdrawn to receive additional support. Parents and carers appreciate the excellent care that pupils receive through outstanding relationships. Typical of their views is: 'I am delighted with the constant respect that pupils show teachers and each other. My child has never been so happy.' This mutual respect is clearly visible in the school and pupils are highly-valued. It helps them to build strong friendships and motivates them to learn well, behave sensibly and help others. All aspects of safeguarding are good and pupils say they feel safe in school.

Pupils achieve well and their progress is good. Attainment by Year 6 has been broadly average for some time but dipped recently. This was mainly due to a weakness in boys' writing and fewer pupils reaching the higher Level 5 in reading, writing and mathematics. Inspection evidence showed that boys' writing is improving through the introduction of a good range of strategies that help them write more widely. The better teaching and learning is enabling more pupils to reach the higher Level 5 in mathematics. Its impact on pupils reaching Level 5 in reading and writing has been slower. The assessment of pupils' learning is developing. The school has yet to find the best ways to help pupils act consistently on the guidance given in marking and to involve them more in knowing their targets.

What does the school need to do to improve further?

- Raise attainment and progress by:

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- improving the pace of learning and the level of challenge in the small proportion of teaching that remains satisfactory, so that a greater number of more-able pupils reach the higher levels in reading and writing
 - ensuring that pupils understand how well they are achieving their targets and how to improve their learning
 - making sure that pupils act on the guidance given by their teachers in the marking to improve their work.
- Ensure full entitlement to the curriculum for those pupils withdrawn from lessons for additional support.
 - Improve the promotion of community cohesion by developing more opportunities for pupils to experience and understand the cultural, ethnic and social diversity in this country and in the wider world.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy school and their good attitudes to learning are evident in everything they do. This includes the above-average percentage of pupils who are eligible for free school meals. Pupils talk enthusiastically about their work and are keen to succeed. They often ask to continue working on topics at home. They respond well to the high expectations set by their teachers and appreciate the way that staff explain the learning well. Older pupils worked very enthusiastically in a science lesson on the planets. Supporting each other exceptionally well, they skilfully and correctly used themselves as models for the solar system through role play. Younger pupils took great pride creating the characters for a play on pirates. Boys especially enjoyed the theme of the lesson and worked with good motivation to devise imaginative sentences for their play script. Work in books and the school's tracking information confirms the good progress made by pupils from below-average starting points in Year 3. Although most pupils in Year 6 are on track to reach their challenging targets, fewer pupils are expected to reach the higher Level 5 in reading and writing. Pupils with special educational needs and/or disabilities and those on dual placement benefit from timely and constructive support in lessons from both teachers and teaching assistants. Pupils' well-developed social and workplace skills, the pride they take in presenting their work, very good behaviour in lessons and good achievement is preparing them well for the future.

Pupils really enjoy each other's company and older pupils, as sports leaders, often seek out younger pupils to help them improve their ball skills at break times. Pupils apply themselves energetically to all physical activities and keenly participate in a wide variety of sporting events. They understand the benefits of healthy eating and an increasing number of them are taking advantage of the school's healthy lunchtime meals. Pupils know how to keep safe and talk confidently about unsafe situations they should avoid, particularly when using the internet. A large majority of them says that behaviour is good and bullying is rare. Pupils are keen to take on responsibilities. The school council often plans events to raise money for different charities and has helped to improve the outdoor areas. Although spiritual, moral and social development is strongly promoted, understanding of different cultures is a developing aspect of the school's work.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
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	2
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?

Good and sometimes outstanding teaching builds on the excellent relationships established with pupils. Lessons are managed exceptionally well and little time is wasted. Good opportunities are given for pupils to engage in their own learning and questions usually make them think hard. After a dip in boys' attainment in writing, teachers are often choosing writing topics in lessons that motivate boys. Homework sometimes focuses on asking pupils to discuss topical events with their parents. This stimulates ideas and a reason for writing in school. These initiatives are impacting positively on progress and attainment. In a small proportion of satisfactory teaching, the techniques for stretching the most-able pupils in reading and writing lack the challenge and pace to make pupils think and work things out for themselves. The school has made steady progress in providing a secure framework for assessment. Within the framework pupils receive detailed feedback through marking. Currently pupils are not always responding to the weaknesses identified in the marking to improve their work. Target-setting is becoming established in the school, but pupils are not fully involved in the process of knowing how well they are doing and how to improve.

A carefully-planned and lively curriculum is impacting positively on pupils' academic and personal development. Its structure of topics, themed weeks and writing skills incorporated across different subjects is encouraging pupils to write more often and improve their skills. Excellent enrichment, through visitors, visits and clubs after school

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generates a keen interest in learning, especially as pupils' views are often considered when planning the experiences. On a few occasions, groups of pupils are withdrawn from the classroom for extra support such as handwriting and practising letter sounds. This hinders their progress in lessons they enjoy, such as Spanish and personal, social and health education, and reduces their participation in important school occasions such as assembly.

In a very welcoming ethos, where adults provide outstanding levels of care, pupils receive good guidance and support to make the best of their opportunities. There are strong and effective relationships with key agencies to support all pupils and their families. Pupils with dual placements, those with special educational needs and/or disabilities and the most vulnerable pupils receive additional support to overcome their significant barriers to learning. Action taken to improve attendance has proved successful. Although at an average level, attendance is moving much closer to above average. The school continues to work positively with its feeder schools to ensure a smooth transition and continuity in the learning and progress.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders have high expectations for the school. Staff share their ambition. They feel valued and morale is high. Since the last inspection, the school has successfully increased the amount of good and better teaching. This has been achieved through extensive monitoring and a strong focus on professional development and sharing good practice. A good tracking system is used to measure pupils' progress and target any underachievement. These initiatives have led to better progress. Development planning is thorough. It clearly establishes what needs to be done to build on existing strengths and move the school forward. The governing body plays an integral part in the school's drive for improvement. Through their comprehensive checking of key priorities and regular meetings with subject leaders and the school council, governors have formed an accurate picture of the school's strengths and weaknesses. They work proactively with school leaders to ensure that all aspects of safeguarding fully meet government requirements. All staff have a good understanding of safety management and the protection of pupils. Risk assessments, in particular, are rigorously maintained and updated.

The school is strongly committed to making sure that all pupils have equal opportunities to succeed and there is no discrimination. This is exemplified in the way it has taken action to improve boys' writing and ensured that a significant number of pupils with special educational needs and/or disabilities succeed in making the same progress as that of their

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peers. The school recognises that the needs of the most-able pupils are not always met appropriately and that a few pupils are missing out on lessons, when withdrawn for additional support. Partnerships with parents and carers are very positive and the school's website keeps them up to date with news and events. The school is involved in a wide range of effective partnerships with other schools, local businesses and sporting organisations. This enables community cohesion to be promoted well within the school and the local area. Pupils' understanding of other cultures in this country and in the wider world is at a less advanced stage.

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	2
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	2

Views of parents and carers

About a quarter of parents and carers responded to the Ofsted questionnaire. The overwhelming majority of them are very happy with the school. They comment warmly on the very caring approach of the staff and how their children are kept safe. They are particularly appreciative of the good care, guidance and support their children receive. A very few parents and carers expressed concerns over the amount of progress their children are making and the way in which they are informed of the progress. Inspectors found the school's communication with parents to be good and that pupils are making good progress across the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Inglewood Junior 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 65 completed questionnaires by the end of the on-site inspection. In total, there are 267 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	54	29	45	1	2	0	0
The school keeps my child safe	40	62	23	35	2	3	0	0
My school informs me about my child's progress	27	42	34	52	4	6	0	0
My child is making enough progress at this school	29	45	31	48	4	6	1	2
The teaching is good at this school	36	55	27	42	2	3	0	0
The school helps me to support my child's learning	26	40	36	55	2	3	0	0
The school helps my child to have a healthy lifestyle	28	43	34	52	3	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)	25	38	36	55	3	5	0	0
The school meets my child's particular needs	28	43	33	51	3	5	0	0
The school deals effectively with unacceptable behaviour	33	51	29	45	2	3	1	2
The school takes account of my suggestions and concerns	25	38	37	57	3	5	0	0
The school is led and managed effectively	34	52	28	43	3	5	0	0
Overall, I am happy with my child's experience at this school	38	58	24	37	2	3	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.



25 March 2011

Dear Pupils

Inspection of Inglewood Junior School, Carlisle CA1 3QA

Thank you for welcoming us into your school and being so polite and friendly. We enjoyed being with you in lessons and at break times. Many of you gave up your lunch time to talk to us and we appreciated the contribution you made to the inspection. The questionnaires you completed were very positive. They told us how much you all enjoy school and feel safe. You go to a good school. These are some of the best things we found out.

- Adults provide you with excellent care and good guidance and support.
- Relationships with adults and each other are excellent and you enjoy working hard together, behaving well and keeping safe.
- Teachers are helping you to make good progress in your learning through good and sometimes outstanding teaching.
- Teachers go to great lengths to make the curriculum exciting and this is helping boys in particular to write more and catch up.
- You are given lots of opportunities to keep fit and healthy and make a good contribution to your school by taking on extra responsibilities, such as sports leaders and the school council.
- Your headteacher and the governing body are doing a good job in helping to make further improvements.

We have asked the school to make a few improvements in lessons so that some of you can make more progress, especially in reading and writing. We would like you to get more involved in your targets and take more notice of your teachers' marking so you can improve your work. We have requested that those of you who are withdrawn for extra help will not have to miss favourite lessons or assemblies. Finally we have asked the school to give you more opportunities to learn about different communities in this country and in the wider world.

We wish you every success for the future.

Yours sincerely

Sheila Mawer

Lead inspector

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