

Ingrow Primary School

Broomhill Avenue, Keighley, West Yorkshire, BD21 1BW

Inspection dates 7–8 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The school's leaders drive improvement exceptionally well. They have been hugely successful in improving behaviour, strengthening teaching and enabling pupils to achieve better standards.
- From low starting points pupils make good, and sometimes outstanding, progress. Consequently, by the end of Year 6 they attain average standards in reading, writing and mathematics.
- Teaching is consistently good and a notable proportion is outstanding. Teachers know how well each pupil is doing and how to move their learning on. They question pupils well and ensure that all take a full part in lessons.
- Pupils enjoy lessons, try hard and take pride in their work. They are keen to do better and get good information from teachers about how to improve.
- Pupils' behaviour in class is good and at breaktimes they play together well. They have a good understanding of right and wrong and of how to keep safe.
- There are very good systems for checking on the quality of teaching. An excellent watch is also kept on pupils' progress to ensure that none falls behind in their learning.
- Governors make good checks on the school and have ensured that it is in a good position to keep improving.

It is not yet an outstanding school because

- The more able pupils are not always given work that challenges them to do their best.
- Although pupils' progress in writing is improving, not enough pupils reach the expected standards by the end of Year 2 and none does better than this.
- There are not enough opportunities for pupils to work independently or as part of a group on problem-solving tasks.
- Not all children in the Early Years Foundation Stage have the same good opportunities to learn outdoors.

Information about this inspection

- Inspectors observed 13 lessons and made shorter visits to sessions in which pupils were learning phonics (the sounds that letters make) and receiving support for their learning in small groups.
- Inspectors listened to pupils read and analysed their work. They held two formal discussions with pupils and spoke to others informally in lessons and at breaks and lunchtime.
- Meetings were held with senior and middle leaders and with 5 governors, including the Chair of the Governing Body.
- A telephone discussion was conducted with a representative from the local authority.
- Inspectors observed the school's work and analysed a range of school documentation. This included: safeguarding records and those relating to pupils' behaviour and attendance; minutes of the meetings of the governing body; records of the monitoring of teaching and pupils' learning; the school's self-evaluation summary and improvement plan; assessment information and records of pupils' progress; and teachers' planning.
- Inspectors took account of the five responses to the on-line questionnaire (Parent View). They also took account of parents' 100% response to a very similar questionnaire issued by the school in the last 12 months.

Inspection team

Margot D'Arcy, Lead inspector

Additional Inspector

Carol Machell

Additional Inspector

Full report

Information about this school

- Pupil numbers have risen since the last inspection and the school is now about the same size as most other primary schools. The school is part of Bradford Council's expansion programme and is currently expanding from a one- to a two-form entry school. An additional class for Reception children opened in September 2012.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, in local authority care or whose parents are in the armed forces, is high.
- The proportion of disabled pupils and those who have special educational needs supported by school action is high. The proportion of pupils supported at school action plus or with a statement of special educational needs is also high.
- The proportion of pupils from minority ethnic groups is lower than average. A small number of pupils is at an early stage of learning to speak English.
- The school meets the current government floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is part of a hard federation with a local primary school. The two schools have separate budgets and retain their separate status, but have a federated governing body. An executive headteacher oversees both schools, but each school has its own headteacher.

What does the school need to do to improve further?

- Raise achievement to outstanding by:
 - accelerating the learning of more able pupils in lessons by giving them more demanding tasks from the outset
 - increasing the number of pupils who reach the expected and higher levels in writing by the end of Year 2
 - providing more opportunities for pupils to show initiative, organise aspects of their learning and work things out for themselves
- Improve the consistency of provision in the Early Years Foundation Stage by:
 - ensuring that all children have the same good opportunities to continuously develop their learning outdoors.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved significantly over the past four years. Across the school, progress is rapid for all groups of pupils.
- From typically low starting points, pupils make good and sometimes outstanding progress and attain average standards in reading, writing and mathematics by the end of Year 6. The most recent, unvalidated, Year 6 test results show that more pupils than nationally made the progress expected of them in the English and mathematics tests and more pupils than nationally did better than this. However, within this good picture only a small number of pupils attained the higher levels in the tests.
- Improvements to teaching have ensured that pupils in Years 1 and 2 are now making good progress. However, the most recent teacher assessments show that while pupils attained average standards in mathematics, their attainment in reading and writing is still below average. In reading, the majority of pupils reached the expected standards and some did better than this. Improvement in writing has been slower because the school prioritised developing pupils' speaking and reading skills to provide a secure basis for developing their writing. Although pupils make adequate progress in writing, not enough are reaching the expected standards and none do better than this.
- There is no significant difference between the progress of disabled pupils and those with special educational needs to that of other pupils. These pupils achieve well because they get good support in lessons, as well as carefully tailored support in smaller groups. Pupils known to be eligible for the pupil premium do just as well as other pupils in the school because very good use is made of the additional money the school receives to support these pupils' learning and personal development.
- Pupils at an early stage of learning to speak English quickly gain confidence and skill in their speaking skills. More fluent speakers of English as an additional language achieve just as well as other pupils in the school.
- Most children's skills on beginning Nursery are low compared to what is typically expected for their age. However, the children make good, and sometimes outstanding, progress in the Nursery and Reception classes. By the time they begin Year 1 their attainment is generally still below average, but this year many more reached the levels expected for their age. Children settle into school well and quickly learn how to play and work with each other. They also make very good progress in learning about letter sounds and numbers.

The quality of teaching is good

- Teaching is nearly always good and during the inspection almost a third was outstanding. There are many strengths in all key stages, not least the excellent relationships between teachers and pupils. Teachers are exemplary role models for pupils' moral and social development. They communicate high expectations of pupils' behaviour and manners, and show them that they value and respect them.
- Teachers are clear about each pupil's attainment and of what each must do to move their learning on. They regularly share this information with the pupils in lessons and when marking their work. Consequently, pupils are totally clear about what they have to do to improve. In many lessons there is a real buzz of excitement as pupils consider how they might tackle increasingly complex work. In Year 3, for example, the pupils relished the challenge of moving their work level from 'hot' to 'hotter' to 'on fire'.
- Generally teachers set work that helps pupils of all abilities to learn well. However, the more able pupils are not always given work that gets the best out of them. These pupils sometimes have to wait too long before beginning the really challenging tasks and do not have enough opportunities to organise aspects of their work or to use their initiative and show that they can

work things out for themselves.

- Teachers have good subject knowledge and explain things clearly. They expect pupils to complete a good amount of work in the time they allocate and to present their work well. They pitch their questions effectively to ensure that all pupils can contribute. Teachers regularly ask pupils to reflect on their learning and to decide whether they need more practice or are ready to move on to something new.
- Structured programmes that help pupils use developing knowledge of letter sounds to read unfamiliar words are taught very well by teachers and support staff. Consequently, from the outset pupils, including those who find learning more difficult, become increasingly competent and confident readers.
- Older pupils' reading and writing skills are developed well in Years 5 and 6 in the highly interesting work they undertake for their reading journals. These beautifully presented books reflect very good teaching and learning of advanced reading skills. They also give pupils excellent opportunities to practise different types of writing. For example, after reading the poem 'The Highwayman', Year 6 pupils wrote evidence-based letters pleading the case for his innocence.
- Mathematics is taught well across the school. Pupils particularly like the practical tasks and are gaining a good understanding of how mathematics is relevant to everyday life. Younger pupils enjoy the weekly opportunities to work with Year 6 pupils on mathematical problem-solving tasks.
- Teaching for children in the Nursery and Reception classes is consistently good and often outstanding. Early reading skills are taught exceptionally well and the children are given rich opportunities to develop writing and numeracy skills in a wide range of activities, including through play. Children's love of learning is fostered well. For example, nursery children were fascinated when they crept into a dark room with a torch to discover a 't-basket' full of things beginning with the letter 't'. Throughout the day, most children have continuous opportunities to extend their learning outdoors. However, some are only given access to this area at particular times, which inhibits their learning.
- Throughout the school, well trained support staff make a good contribution to teaching and learning both during lessons and when leading small group activities.

The behaviour and safety of pupils are good

- Everyone, including the pupils, agrees that behaviour has improved considerably in the last few years. Pupils say that they feel safe in school and that they have been taught how to recognise and deal with bullying should they experience it or see it happening to others. They explained that there is now very little of this type of behaviour and that they have faith in the school to deal with any incidences that occur.
- Pupils have been helped to understand the damage caused by prejudiced-type behaviour, such as racist name calling. They are very clear about the school's expectations of their behaviour and subscribe to the goal of a 'totally non-violent' school.
- The work of the Wise Owls nurture group makes an excellent contribution to supporting vulnerable pupils who at times have difficulty managing their emotions and behaviour. The strong link with the partner federated school and the use of its specialist behaviour management unit have helped to improve the behaviour of individual pupils and enabled them to successfully rejoin main classes in the school.
- The pupils are enthusiastic learners and have good attitudes to lessons. They say that the teachers make lessons interesting and that they love school trips, such as the one to the water treatment works, because these help them to understand things better.
- The pupils play well together at breaktimes. There are lots of activities on offer both outside and indoors; as one pupil said 'there is something for everyone'. Adults supervise the children well and join in with their play. Older pupils manage the 'friendship stop' and are available to help any children who want support during breaktimes.

- The importance of good attendance and the message that 'every minute counts' is regularly communicated to pupils and parents. Attendance and punctuality have improved. Persistent absence is now restricted to only a few families and the school is working diligently with these parents to promote better attendance.

The leadership and management are outstanding

- The executive headteacher and headteacher drive improvement exceptionally well. They have been highly successful in strengthening teaching, eliminating underachievement and securing pupils' good progress. Incidences of exclusion and poor behaviour have been considerably reduced and a positive learning environment established.
- Excellent sharing of expertise between the federated schools has enhanced the rigour and robustness of the systems to check on the quality of teaching and to track pupils' progress.
- Detailed analysis of highly accurate data relating to pupils' learning and progress ensures that pupils at risk of falling behind are spotted early so that action can be taken to put right any issues. The headteacher has provided an outstanding lead in this aspect of the school's work. School leaders ensure that teachers are held accountable for pupils' learning and judge teachers' performance in relation to this. The performance of support staff is also monitored rigorously in relation to its impact on pupils' learning.
- The roles and responsibilities of middle leaders have been developed well. These leaders are fully involved in leading meetings with teachers about pupils' progress and checking pupils' work to gauge the extent of their learning. Literacy and numeracy leaders have been influential in improving pupils' achievement. The inclusion manager has a good understanding of the progress of different groups and is involved in planning and monitoring action to ensure equality of opportunity and evenness of progress.
- The curriculum has been developed well to improve pupils' learning and life chances. Skills in communication, literacy and numeracy and programmes to promote pupils' personal and social education have a high priority. The arts, sport and outdoor learning are also given a strong emphasis and there are many opportunities for stimulating educational visits. Philosophy for children is an added feature that has helped to promote speaking and thinking skills. A wide range of activities and clubs are available for pupils to take part in outside of lessons.
- Parents are very positive about the way the school cares for and educates their children. There is good support for parents and parental involvement is encouraged. For example, a recent curriculum project has involved parents and children working together to build models of famous buildings across the world to enhance pupils' cultural development.
- The local authority provided significant and effective support for the school in the past when it was a cause for concern. In the light of the school's notable improvement, support is now 'light-touch', although the authority maintains a close overview of the school's performance from afar.
- **The governance of the school:**
 - The governors are an astute and strong team. They have very good knowledge of the school's performance and hold it to account well. Governors have ensured that money from the pupil premium has been used efficiently to promote good achievement for this large group of pupils. They have also been very involved in strengthening the school's capacity for improvement by, for example, matching teachers and leaders with colleagues in the same year groups or with the same responsibility in the partner school. The governors ensure that safeguarding requirements are met and that equality of opportunity is promoted and discrimination is not tolerated.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107262
Local authority	Bradford
Inspection number	405092

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	243
Appropriate authority	The governing body
Chair	Racheal Mulcock
Federation Executive Headteacher	Louise Smith
Headteacher	Angela Vinnicombe
Date of previous school inspection	13 January 2011
Telephone number	01535 603868
Fax number	01535 692437
Email address	administrator@ingrow.bradford.sch.uk

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