

Ingram Road Primary School

Brown Lane East, Leeds, West Yorkshire, LS11 9LA

Inspection dates 5–6 March 2013

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		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The local community can be very proud of the school because it is passionate about education and its role in raising young people's ambitions.
- Pupils from a wide range of different backgrounds get on very well together.
- Teaching is good. Lessons are interesting with a wide variety of learning activities. Classrooms celebrate pupils' work and provide exciting environments in which to learn.
- School leadership, including governance, is good. The headteacher, deputy headteacher and Early Years Foundation Stage leader have driven significant improvement since the previous inspection.
- Pupils' spiritual, moral and social development is strong as a result of the rich and varied range of experiences provided by the school.
- From starting points that are much lower than those expected for their age, pupils make good progress as they move through the school.
- There is a strong sense of community in the school. Pupils are proud of their school. They feel very safe and secure and now attend more regularly than in the past.
- Children who enter the Early Years Foundation Stage receive a good start to their education, as a result of the imaginative teaching and high levels of care they receive.
- Pupils who enter the school at the early stages of learning English as an additional language and those pupils supported by the pupil premium make as good, and sometimes better, progress than their classmates.
- The school works effectively with parents to help them support their children to do well in school.

It is not yet an outstanding school because

- Not enough teaching is outstanding and there is a small amount of teaching that still requires improvement. In some lessons, pupils are not always given hard enough work to do. At other times, pupils are required to listen too long to the teacher before working by themselves or with other pupils.
- Although progress in writing is good, it is not as strong as in reading or mathematics.

Information about this inspection

- Inspectors observed 18 lessons taught by 14 members of staff. Three lessons were carried out as joint observations with the headteacher and one with the deputy headteacher.
- Meetings were held with staff, pupils and members of the governing body. A meeting was also held with a representative of the local authority.
- Inspectors observed the school’s work and looked at several documents, including its plan for future development. Additionally, records of pupils’ progress, arrangements for safeguarding and documentation on the monitoring of teachers’ performance were scrutinised.
- Inspectors also spoke to parents as they brought their children to school and looked at questionnaires completed by staff.
- Inspectors listened to children read.
- There were insufficient responses to the parents’ on line questionnaire (Parent View) to be recorded.

Inspection team

Ray Biglin, Lead inspector	Additional Inspector
Mujahid Ali	Additional Inspector
David Halford	Additional Inspector

Full report

Information about this school

- The school is slightly larger than most primary schools.
- The proportion of pupils supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is slightly above average.
- The proportion of pupils eligible for pupil premium funding is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils come from a large number of different ethnic backgrounds. White British are the largest single group followed by British Asian, Pakistani and African.
- A significant number of pupils enter the school in the early stages of learning English as an additional language.
- The number of pupils leaving or joining the school part way through the year is well above average.
- The school has a number of awards including the Inclusion Chartermark, the Stephen Lawrence Award and the International Schools Award.

What does the school need to do to improve further?

- Improve the quality of teaching and accelerate pupils' progress, especially in writing, so that they are both outstanding overall by:
 - ensuring the work given to the most able is always hard enough and that pupils always move quickly enough to working by themselves or with others
 - providing more opportunities for pupils to improve their work, particularly in writing, in response to teachers' comments in their books
 - increasing opportunities for pupils to write at length in all subjects, not just in literacy.

Inspection judgements

The achievement of pupils is good

- When children enter the Nursery class they do so with skills and abilities that are much lower than expected for this age particularly in language, mathematics and personal development. These weaker aspects are given priority with lots of practical activities and children being given opportunities to role play and use their imagination. Children are keen to learn and work together as was illustrated by a group of children collaborating well in order to rebuild a superhero's damaged car.
- Children develop the basic skills of linking letters and the sounds they make and as a result, are well placed to develop confidence in reading and writing. The school's systematic approach to the teaching of letters and sounds is clearly helping pupils make good progress in their reading.
- Pupils continue to make good progress as they move from Year 1 to Year 6. Although the standards reached by pupils at the end of Key Stage 1 remain below average there has been an improvement over the last three years and current standards of work, particularly for pupils who have been in the school since Nursery, indicate a rising trend
- Although overall attainment at the end of Key Stage 2 is below average, the majority of pupils who have been in the school from at least the start of Year 5 reach standards that are average for their age. Although pupils joining the school at different times make good progress there is not always enough time for them to reach the standard expected for their age. For those pupils who are in the school for most of Key Stages 1 and 2 attainment is rising as a result of improving progress.
- Older pupils read with confidence and expression and the school works effectively to improve reading standards for all pupils. Children enjoy books and enthusiastically use the library bus when it visits the school. Over a third of pupils made progress in their reading, but did not do as well with their writing because of weaknesses in their basic skills.
- The school promotes equality of opportunity well and, as a result, disabled pupils and those with special educational needs make good progress. Those pupils supported by the pupil premium also make good progress and their attainment, in both English and mathematics, is now similar to that not supported by such funding, with the gap between these two groups' attainment having closed dramatically over the last year..
- A significant proportion of pupils enter the school at the early stages of learning English as an additional language. These pupils are fully integrated into the school and quickly make good progress.

The quality of teaching is good

- Teaching has improved since the previous inspection because leaders rigorously check the quality of lessons and provide staff with good professional support in order to improve. There is some teaching that is outstanding, much of it is good and a small proportion requires improvement.
- Teachers plan their lessons effectively and in the best lessons work is always carefully matched to pupils' individual needs. However, in some lessons the work given to the most able pupils is not always hard enough or where the tasks set are sufficiently challenging, these pupils have to wait too long to start work. For example, in one mathematics lesson on calculation some of the most able pupils spent too much time on work they found too easy.
- Relationships between pupils and staff are good. Teachers generally have high expectations and clearly explain tasks to pupils. In the best lessons, pupils learn at a brisk pace and no time is wasted. Occasionally, there is too much talk from the teacher and pupils do not start their own work quickly enough. For example, in a Year 1 and 2 lesson, 25 minutes elapsed before pupils started on their individual and group tasks.
- Pupils particularly enjoy lessons where there are opportunities to work and think for themselves

and activities are fun. For example, in a literacy lesson pupils improved their writing skills by writing down the lines spoken by two pupils in a role play.

- Reading is taught well and from the start teachers are skilled in helping children develop their skills in letters and sounds. All pupils have access to a wide range of high quality reading books including a range of books where there are two editions: one in English and one in a pupil's home language. Consequently, pupils, including those in the early stages of learning English as an additional language and who join the school at different ages, make good progress with their reading.
- Pupils' books are well marked by their teachers. There are comments that praise hard work and comments that suggest what pupils could do to make their next piece of work better. Although pupils are encouraged to respond to the advice they are given, they do not always do this and consequently opportunities to improve their work, particularly their writing, are missed.
- Throughout the school there is a good variety of resources available to help pupils learn and teachers ensure that their classrooms are welcoming with stimulating displays. For example, one classroom, where the class topic was explorers, contained a large expedition tent. Information and communication technology is also used well. For example, in one lesson the teacher connected a hand-held mini whiteboard to the main board in order to model the use of speech marks for pupils.
- The school employs a number of well-trained teaching assistants who skilfully and sensitively help pupils who need extra support, particularly in reading, writing and mathematics. In particular the school arranges small group and individual teaching for those pupils for whom English is an additional language or who are new to learning English.

The behaviour and safety of pupils are good

- Relationships are strong and these underpin pupils' good behaviour in lessons and around the school. Pupils are treated with respect and respond positively to opportunities to perform roles of responsibility, such as being members of the school council or acting as anti-bullying ambassadors.
- Pupils are welcoming, polite and keen to talk to visitors about their school as well as help inspectors walking in the wrong direction! They are very proud of their school and keen to do well.
- Pupils are keen to help one another and the whole school is very inclusive and a place where every pupil really does matter. At lunchtimes and playtimes the 'kids crew' ensure that nobody is left out.
- Attendance has improved since the previous inspection and the vast majority of pupils now attend regularly. The family liaison worker is highly effective in supporting families to improve attendance for their children, particularly those whose absence is persistent.
- There are few instances of bullying and pupils are fully confident that the staff take any such occurrences seriously and therefore feel safe, secure and well cared for. They understand the different kinds of bullying including cyber and homophobic bullying and know how to deal with them appropriately.

The leadership and management are good

- The leadership team provides a strong direction for and have a good understanding of the school's strengths and those areas which need to be better. Senior leaders have an accurate view of the school's performance which, coupled with effective planning, has resulted in the significant improvement from satisfactory to good since the previous inspection.
- Those leaders with specific responsibilities for subjects work effectively to improve achievement for all pupils. They regularly check how well pupils are doing and use information gleaned to

help teachers improve progress for their pupils.

- The school has built good relationships with parents. The school keeps parents well informed and has created a very helpful website which impressively translates information into every one of the 28 languages spoken at the school. The school organises a wide range of events to help parents support their children's learning. These include well attended language classes for parents and workshops on how to help their children with reading and mathematics.
 - Teaching has improved because rigorous performance management ensures that teachers only move up the pay scale when they can clearly demonstrate that their teaching is good enough to secure good achievement.
 - The pupil premium is used well to ensure that all pupils have an equal opportunity to do well. The school has used this extra funding in a variety of ways but primarily to fund additional small group teaching in English and mathematics.
 - The school provides a curriculum designed to meet the needs of its pupils. For example, the curriculum in Key Stage 1 mirrors the way the curriculum is organised in the Early Years Foundation Stage so that pupils can continue to learn by pursuing their own interests through a wide range of activities. Similarly, in Key Stage 2, the school uses a themed approach to learning, for example, 'imaginary worlds' in Years 3 and 4. Although this approach provides a range of stimulating activities for pupils it does not as yet provide sufficient opportunities for writing.
 - The school makes an excellent contribution to pupils' spiritual, moral, social and cultural development. There are many opportunities for pupils to be involved in sporting and cultural activities and the school has partnership links with both Opera North and the Northern Ballet. Pupils also fully involve themselves in the local community, for example, by taking an active role in 'Holbeck in Bloom' and working with the local Christian Fellowship food bank.
 - The local authority provides effective regular support from the school improvement advisor. Additionally, the school engages a number of improvement consultants and is a member of a local cluster of schools providing support for one another.
 - **The governance of the school:**
 - Governors have a clear understanding of how the school is performing and ask school leaders suitable questions about how well pupils are doing. For example, they fully understand that the priority for the school is to raise achievement for all pupils, particularly in writing. School finances are well managed and the governors have used the extra pupil premium money to provide extra staff to help pupils with their skills in English and mathematics. Governors are actively involved in checking the performance of teachers and that this is reflected in the pay scales awarded. The governors ensure that the school is a safe and secure place for pupils to learn and all statutory safeguarding requirements are met.
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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	107952
Local authority	Leeds
Inspection number	400954

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	292
Appropriate authority	The governing body
Chair	Elizabeth Crumpton
Headteacher	Sarah Millard
Date of previous school inspection	15 June 2010
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Fax number	0113 246 8238
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