

# Ingol Community Primary School

Whitby Avenue, Ingol, Preston, Lancashire, PR2 3YP

## Inspection dates

17–18 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement requires improvement. Pupils do not always make enough progress in Key Stage 2. As a result, standards at the end of Year 6 in reading, writing and mathematics are not high enough, particularly for more-able learners.
- Teaching requires improvement because it is not of a consistently high enough quality in the Early Years Foundation Stage and Key Stage 2 to secure rapid progress.
- Teachers' marking and assessment of pupils' work is not always used effectively in Key Stage 2 to plan tasks in lessons that will ensure that pupils make as much progress as they can from their individual starting points.
- Teachers' marking of pupils' written work rarely identifies specific areas for improvement and does not give enough information on how to improve work further.
- The learning environment for children in the Early Years Foundation Stage is uninspiring, particularly outdoors, and not stimulating enough to engage these young learners in purposeful play and learning. This limits their progress and development as independent learners in the Reception class.
- School leaders do not make enough checks on the quality of teaching in lessons and the quality of work in pupils' books to effectively hold teachers to account for pupils' progress and to ensure that the quality of teaching continues to improve.
- Governors do not yet provide sufficient levels of challenge to hold school leaders to account for improving the quality of teaching and pupils' achievement.

### The school has the following strengths

- Pupils' behaviour is good. They treat one another and the adults in the school with great respect and courtesy and say that they feel very safe in school.
- Achievement in Key Stage 1 has improved since the previous inspection due to consistently good teaching across all subjects and especially in reading so that pupils are well equipped to become fluent and confident readers.

## Information about this inspection

- The inspector observed eight lessons or parts of lessons involving four teachers.
- Meetings were held with two members of the governing body, a local authority representative and school staff. Additionally, the inspector talked informally with individuals and groups of pupils.
- The inspector took account of a recent parental survey undertaken by the school as there were insufficient responses to the on-line questionnaire (Parent View). She also considered 14 questionnaires returned by staff.
- A range of documents was scrutinised, including the school's strategies to enable it to gain an accurate view of its own performance, the school's data on pupils' progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Janette Corlett, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This is a much smaller than average-sized primary school.
- Pupils are taught in mixed-age classes throughout the school.
- The proportion of pupils supported at school action is well-above average and the proportion of those supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority) is well-above average.
- Most pupils are from White British backgrounds and a very few pupils are at an early stage of learning English.
- The headteacher has a class teaching commitment in Key Stage 1 for half of each school day.
- An after-school club operates on the school site. This is not managed by the governing body. It receives a separate inspection and a separate report which can be found on the Ofsted website.

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

- Improve teaching in the Early Years Foundation Stage and Key Stage 2 so that it is consistently at least good by:
  - ensuring that all teachers understand what good and outstanding teaching looks like and that they use this to improve their own practice and thus the progress pupils make in lessons
  - making sure that teachers in Key Stage 2 plan and deliver lessons which offer appropriate levels of challenge for all pupils, especially those who are more able, in reading, writing and mathematics
  - ensuring that teachers' marking of pupils' written work in Key Stage 2 gives them sufficient information on how to improve their work further and on the next steps in their learning
  - ensuring that pupils are routinely given time in subsequent lessons to respond to teachers' advice and guidance
  - providing an interesting outdoor learning environment in the Reception class, which is vibrant and stimulating for youngsters of this age and supports them in all areas of their learning and in developing their independence.
- Improve leadership and management by:
  - ensuring that school leaders make regular checks on the quality of teaching in lessons, the quality of marking and assessment and the quality of teachers' planning for progress so that the quality of teaching improves rapidly and is sustained over time
  - undertaking an external review of governance in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- While there are variations from year to year, most children enter the Reception class with levels of skills and development which are below those expected for their age. They make expected progress in this class. In 2013, around a third of children reached a good level of development for their age with the remainder of the class requiring further support before they are ready to access the Year 1 curriculum. Progress here would be better if the pupils would learn more independently if the environment, particularly outdoors, were more inspiring for play and learning.
- In Key Stage 2, progress and standards over time are variable and too few pupils make any more than expected progress in reading, writing and mathematics. The most-able pupils do not always make enough progress from their individual starting points because the activities and tasks set in lessons do not always stretch them consistently to achieve as much as they can. Consequently, their achievement is lower than that of similar pupils nationally.
- Gaps in the performance in reading, writing and mathematics of those pupils who are known to be eligible for the pupil premium and other pupils in the school have closed. However, pupils known to be eligible for free school meals do not do as well as similar pupils nationally. School leaders are aware of this and current actions supported by pupil premium funding are beginning to show an impact in further improving achievement for this group of pupils, giving them the equality of opportunity so that they are ready for the next stage in their education.
- Achievement is improving over time, particularly in Key Stage 1 where steady gains over the last three years have meant that standards at the end of Year 2 are broadly average in reading, writing and mathematics.
- The progress of disabled pupils and those with special educational needs is less than that of similar pupils nationally but improving because they are increasingly well supported by teachers and teaching assistants.

### The quality of teaching

### requires improvement

- Teaching is better than at the time of the previous inspection, but there is still too much teaching that requires improvement in Reception and Key Stage 2. Where teaching is not good, pupils spend too long repeating work that they can already do or struggle with tasks that are too difficult for them. This limits their progress.
- Teachers do not always give pupils in Key Stage 2 specific individual targets for improvement in writing and mathematics which match their age and level of ability. Consequently, not all pupils are aware of the next steps in learning and of how to be successful in reaching them. In upper Key Stage 2, for example, some pupils have targets for writing in relation to the correct use of capital letters and full stops. These are not appropriate for their age range or levels of ability.
- Teachers' marking in Key Stage 2 is regular, but does not always give pupils enough information on how to improve their work or on the next steps in their learning. Additionally, where teachers do give additional guidance, they do not always ensure that pupils have time in the next lesson to follow this through in their work. This reduces the impact of the time spent in marking.
- The teaching of phonics (letters and sounds) in Key Stage 1 is good. As a result, the proportion of pupils reaching the required standard at the end of Year 1 in 2013 was much higher than in 2012 and was above the national average.
- Pupils particularly appreciate those lessons where teachers give them 'hands on' activities that help them to learn more about the world. In one science lesson in Key Stage 1, for example, pupils enjoyed the experience of holding a giant snail as they learned about the things all animals need in order to live and also how to treat all living creatures with respect.

**The behaviour and safety of pupils are good**

- Pupils behave well as they move in and around the school and treat one another and adults in the school with respect. Older pupils take great pride in looking after the little ones and making sure that they are happy at break and lunchtimes.
- Pupils also enjoy supporting people in the wider community, such as through carol singing for those in retirement homes and raising funds for charity.
- Pupils say that there is no bullying of any kind, and there is a real sense of a family atmosphere where everyone is keen to get along well with one another.
- Adults in the school have consistently high expectations of behaviour. There is very little low-level disruption to learning in lessons because most pupils enjoy learning and are keen to do as well as they can. Occasionally, in those lessons where the tasks are not well matched to pupils' needs, attitudes to learning are less positive.
- Attendance is above average and the majority of pupils are punctual in arriving at school each day. This is because pupils enjoy coming to school and their parents know that they are safe and very well looked after by the friendly and caring staff.
- Pupils' safety is further supported by strong community links, such as with the local police officers who regularly visit the school to talk about ways to keep safe outside school.
- School leaders are increasing pupils' levels of participation in sports through strong links with other local schools, such as the much anticipated Friday football match with a neighbouring primary, and through employing a leading physical education teacher to coach staff on improving the quality of their teaching. This teacher also coaches pupils in Key Stage 2.

**The leadership and management requires improvement**

- School leaders do not spend enough time checking on the quality of teaching in lessons or on the quality of pupils' written work. As a result, some weaknesses in teaching are not addressed swiftly enough to bring about rapid improvements in teaching and in pupils' progress. Teachers are not always aware of what better teaching looks like and of how they can improve their own classroom practice.
- Determined leadership from the headteacher has been the driving force behind all recent improvements. She is a committed professional and teaches every morning in Key Stage 1. As a result, the time available for her to carry out monitoring activities to check on the quality of teaching is limited. Sometimes, where actions have been agreed with all staff to bring about improvements, the headteacher has trusted that arrangements have been put in place. However, she has not always been able to follow up to check that these actions have been effective or that they are applied consistently across all year groups. For example, the school has a marking and assessment policy, but this is not applied consistently in all year groups, and, as a result, some pupils do not have enough information on how well they are doing and how to improve further.
- The headteacher has set up a rigorous system for tracking the progress of individuals and groups of pupils as they move through the school. The information gained from this is used with increasing effectiveness to identify any pupils who might be in danger of falling behind in their learning. However, it is not yet used as well as it might be to hold individual teachers to account for pupils' progress.
- The arrangements in place for the performance management of teachers are increasingly robust. Performance objectives set for teachers are now focused on specific and measurable outcomes in terms of pupils' progress. Additionally, teachers' movement up the pay scales is more closely linked to improvements in the quality of their teaching and improved pupils' progress.
- The curriculum promotes pupils' spiritual, moral, social and cultural development both within the school day and through many opportunities for pupils to go on interesting trips or to have visitors to the school. This includes a residential visit to the Lake District for older pupils where

they experience a wide range of exciting activities in the outdoors, or to bring visitors with a wide range of expertise into the school. Recent enterprise initiatives have involved pupils in learning about how businesses work as they enjoyed making and selling crafts for parents and the local community. Costs were carefully calculated by pupils and careful discussions took place as to how they might share the profits.

- The school has received effective support from the local authority for improving the quality of teaching.

■ **The governance of the school:**

- While some members of the governing body are experienced in their roles and have a sound understanding of the need to hold school leaders to account for improvements in pupils' progress and the quality of teaching, many governors are new to their roles and require further training and development. The governors are aware of how the pupil premium funding has been spent, but their collective understanding of the impact of this on pupils' progress is limited. Governors have a good grasp of the school's finances. Some governors visit the school regularly and participate in activities such as listening to pupils read or talking to them about their art and history projects. Governors are closely involved in the performance management of the headteacher. On the advice of the headteacher they have acted to ensure that teachers' salary progression is dependent on improvements to the quality of teaching and outcomes for pupils.

## 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

<b>Unique reference number</b>	119239
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	426138

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	86
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bill Shannon
<b>Headteacher</b>	Mary Doran
<b>Date of previous school inspection</b>	23 January 2012
<b>Telephone number</b>	01772 727383
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