

Inglewood Junior School

Arnside Road, Harraby, Carlisle, CA1 3QA

Inspection dates 2–3 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
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

- Pupils' attainment in mathematics in Year 6 national tests has been well below average for the last three years. Pupils' overall progress is slower than that found nationally.
- The school is not working closely enough with its feeder schools to ensure pupils' progress can be measured against an agreed starting point when they enter Year 3.
- Teaching is not consistently good across the school and too much teaching still requires improvement.
- Work given to pupils is not always challenging and sometimes they are not moved on to new work quickly enough when they have understood the current task. Teachers' marking, particularly in mathematics, does not consistently give pupils precise pointers for improvement.
- Leadership and management require improvement. Since the last inspection, leaders have brought about limited improvement in pupils' achievement in mathematics.
- Governors do not have sufficiently detailed knowledge about pupils' performance to contribute fully to school improvement planning and ask leaders challenging questions about pupils' progress.
- The role of middle managers in using assessment data to monitor pupils' progress and plan future work are not fully developed.
- Despite the school's efforts, it has not been successful in engaging most parents in activities, particularly in mathematics, which help them to support their children's learning.

The school has the following strengths

- Pupils feel safe in school. They behave well, look after each other and show respect for all staff. Most are keen to learn and work hard.
- The wide range of extra-curricular activities, particularly residential visits, provides pupils with rich experiences which contribute well to their spiritual, moral, social and cultural development.
- With renewed vigour, the headteacher and senior managers are now improving teaching and pupils' achievement. Recently appointed governors and staff are all contributing to the school's sound capacity for further improvement.
- The good practice in teaching in the school is shared between all staff.

Information about this inspection

- Inspectors observed 18 lessons and part-lessons. The headteacher and lead inspector made several shorter visits to classrooms. Inspectors listened to pupils read.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- Inspectors observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Thirty-seven responses to the on-line questionnaire, 'Parent View', were considered, as well as those from school staff.

Inspection team

Ann Ashdown, Lead inspector	Additional Inspector
John Ellwood	Additional Inspector
Derek Sleightholme	Additional Inspector

Full report

Information about this school

- This junior school is larger than the average sized primary school.
- Most pupils transfer from Inglewood Infant School which shares the school's site.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils who are in the care of the local authority, known to be eligible for free school meals or from service families, is above average.
- A below average proportion of pupils are from minority ethnic backgrounds, while an average proportion speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is well above average, while the proportion supported at school action plus and with a statement of special educational needs is below average.
- The school meets the government's current floor standard, which is the minimum expectation for attainment and progress.

What does the school need to do to improve further?

- Further improve the quality of teaching, particularly in mathematics, so that it is consistently good or better by:
 - ensuring work is challenging for all groups of pupils
 - moving pupils on quickly to the next task as soon as they are ready.
- Raise the attainment and speed up the progress of pupils in mathematics by:
 - ensuring marking in mathematics consistently gives pupils clear pointers for improvement
 - working even more closely with parents so they are better able to support their children's learning.
- Improve the effectiveness of leadership and management, including governance, by:
 - working much more closely with feeder schools in assessing pupils' attainment so that their progress can be accurately monitored as they move through the school
 - further developing the roles of middle managers in using assessment data to monitor pupils' progress and plan learning
 - ensuring that governors have more detailed knowledge and understanding of the school's performance data so they are able to ask leaders and managers challenging questions about pupils' progress and contribute more fully to school improvement planning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- The proportion of pupils making expected and better than expected progress is below that found nationally in mathematics but is closer to average in writing and average in reading. Work in pupils' books and the school's tracking data confirm that although pupils' overall achievement still requires improvement it is beginning to improve at a good pace.
- The school's baseline testing when pupils enter Year 3 shows that their attainment is below average and lower than that indicated by their test results in Year 2. Pupils' progress when measured against its own baseline testing therefore appears stronger than national data indicate.
- At the end of Year 6, their attainment in mathematics in Key Stage 2 national tests has been below average for the last three years.
- Pupils' achievement in writing, and particularly in reading, is stronger than that in mathematics. In 2013, test results in reading were in line with the national average. Pupils are given good extra help to improve their reading and most know how to decode new words and can read aloud with both meaning and expression.
- In mathematics, pupils are less secure in doing more complex calculations and solving mathematical problems. The school is now placing a greater focus on improving standards in mathematics and knowledgeable leadership of the subject, further staff training and frequent checks on the quality of teaching are bringing about some noticeable improvement.
- The most able pupils receive specialist teaching in mathematics to enable them to reach the higher levels. They speak proudly of their achievements and are keen to attend extra sessions to improve their knowledge.
- The pupil premium is spent wisely on supporting those pupils eligible. Although their progress still requires improvement, pupils benefit from the extra help and support they have from teachers and teaching assistants. This has reduced the gap in their attainment in English and mathematics between pupils known to be eligible for free school meals and their classmates (as shown by scores in tests in 2013) to approximately two terms.
- Disabled pupils and those who have special educational needs, pupils from minority ethnic groups and those who speak English as an additional language, all make similar progress to their classmates.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils' work shows that they do not make good progress over time, particularly in mathematics.
- Work does not always challenge pupils to achieve their best. In mathematics, pupils are sometimes asked to repeat examples of calculations when they have clearly understood the work and are ready to move on. When work is not demanding enough for some pupils their interest wanes and their pace of learning slows down.
- Pupils' work is marked regularly but the quality of feedback which pupils are given varies between classes. Where pupils are given clear targets and pointers for improvement they make good use of the 'closing the gap' session to correct and improve their work and complete new challenges the teacher sets. Where feedback is not as precise, pupils are not clear about how to improve their work and take the next steps in their learning.
- When work is carefully planned with lots of interesting tasks, stimulating resources and knowledgeable teaching pupils enjoy learning and extend their skills. In science, pupils made good progress in developing detailed knowledge of the effects of sun on the body. Groups of pupils gave the rest of the class and the teacher very good advice about how to avoid sun damage from UV rays and about the dangers of dehydration.

- Pupils' spiritual, moral, social and cultural awareness is developed well. They share ideas and information sensibly and learn about a variety of other cultures and religions. Year 6 pupils enjoyed learning and extended their knowledge as they made Fanoos lanterns to celebrate Ramadan as part of their study of Islam.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are keen to come to school and attend regularly. Most pupils are punctual and arrive at school in the correct uniform and equipped for the day ahead. A newly appointed care worker provides good support for pupils who find school life difficult and works with their families to ensure, for example, that pupils attend regularly and are punctual to school.
- In the school yards, pupils play sensibly together and look after each other. They follow well-established routines as they move carefully around the school. In the dining hall, pupils behave well and most say how much they enjoy the meals that the school provides.
- A few pupils show challenging behaviour but this is very well managed by staff. Records show that incidents of bullying or racist behaviour are very rare and poor behaviour is dealt with swiftly.
- In lessons, most pupils have good attitudes and are keen to learn. They show respect for teachers and teaching assistants and lessons are conducted in an atmosphere of trust. They answer questions readily and work hard.
- The school's work to keep pupils safe and secure is good. Pupils say how safe they feel in school and are confident that any bullying, should it occur, would be dealt with quickly. Parents who responded to the online questionnaire, Parent View, agree that their children are cared for very well.
- Pupils are knowledgeable about different types of bullying including cyber-bullying. They have sensible attitudes to risk taking and are very aware of how to keep safe especially when using the internet.
- Pupils enjoy taking responsibility and take their duties, for example as buddies in the school playground, very seriously.

The leadership and management requires improvement

- Leadership and management require improvement because there has been limited improvement in pupils' achievement in mathematics since the last inspection. However, following a dip in attainment since the last inspection, leaders and managers have identified appropriate improvement priorities and pupils' progress is speeding up and their attainment is rising. New governors, recently appointed middle leaders, teachers, teaching assistants and support staff are all adding to the school's potential to improve further.
- Governors are not sufficiently well-informed to challenge senior leaders about the progress pupils are making, the roles of middle managers are not fully developed and even closer work with parents is required to help them support their children's learning, especially in mathematics.
- The school is not yet working closely enough with its feeder infant schools to establish a common baseline from which pupils' progress can be accurately measured. As a result, pupils' progress cannot be accurately measured as they move through the school.
- The headteacher and senior staff are not complacent and continually strive to create a culture where good teaching and behaviour flourish. Following the school's accurate self-evaluation leaders have organised a whole-school review in partnership with a similar school and the local authority. Planning for the use of 'external eyes' is already bringing about improvement and identifying accurately priorities for further improvement.
- Middle leaders monitor the work of their areas of responsibility carefully. However, they are not yet fully involved in making use of new tracking systems and assessment data to sharply identify

which pupils need exactly what sort of extra help and when this should be given.

- Staff performance is managed well. Teachers share their skills and are given training to improve them further particularly in the teaching of mathematics.
- Staff and resources are deployed to ensure all pupils are given equal chances to succeed. Discrimination of any kind is not tolerated. Extra funding for primary school sport is used well and successfully promotes pupils' healthy lifestyles and physical well-being. It is used to provide additional sports coaching, further training for teachers and to give pupils the chance to try new sports as varied as karate and bowling.
- The school works closely with parents and many events, such as concerts and parents' evenings, are well attended. However, the school has been unable to persuade more than a very small number of parents to attend sessions, such as those about mathematics, which would help them to better support their children's learning.
- Safeguarding arrangements meet requirements. Staff are well trained and knowledgeable about child protection and risk assessment procedures.
- The curriculum has strengths and meets pupils' needs in most areas. It allows pupils to develop sound basic skills in reading but those in mathematics require improvement. It provides a wide range of extra-curricular activities for pupils, as well as successfully promoting their spiritual, moral, social and cultural development. Pupils speak very enthusiastically of the residential trips they have enjoyed, the exciting activities they have taken part in and the new skills they have learnt.
- The local authority has recently provided helpful support through the school adviser who visits termly and provides advice on the school's self-evaluation and has contributed to the recent noticeable improvements in the school's performance.
- **The governance of the school:**
 - Governors are supportive of the school. The governing body has recently been reconstituted and the number of governors reduced. Newly appointed governors are now bringing further expertise to the governing body. Governors are knowledgeable about many aspects of the school's work. However, they do not know enough about data which show how the school is performing compared to schools nationally to ask challenging questions about the progress pupils are making; neither are they fully involved in strategic school improvement planning. Governors visit the school regularly and are kept informed about the quality of teaching, how staff performance is managed, weaknesses tackled and good teachers rewarded. With the support of the very experienced business manager, finances are managed well and the school is held to account for pupil premium spending.

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	112216
Local authority	Cumbria
Inspection number	440812

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	289
Appropriate authority	The governing body
Chair	Keith Abbot
Headteacher	David Grimshaw
Date of previous school inspection	23 March 2011
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