

# Inglebrook School

Northgate Close, Pontefract, West Yorkshire, WF8 1HJ

## Inspection dates

3–5 March 2015

## Overall effectiveness

Requires improvement

3

|                                |                      |   |
|--------------------------------|----------------------|---|
| Leadership and management      | Requires improvement | 3 |
| Behaviour and safety of pupils | Requires improvement | 3 |
| Quality of teaching            | Outstanding          | 1 |
| Achievement of pupils          | Outstanding          | 1 |
| Early years provision          | Requires improvement | 3 |

## Summary of key findings

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

- Regulatory failures mean that overall effectiveness, leadership and management, behaviour and safety, and early years provision are judged as requires improvement.
- The school's work to keep pupils safe requires improvement. Leaders have not ensured that the risk assessment policy is comprehensive and that all risk assessments are in place.
- Leadership and management require improvement because leaders are not aware of the latest regulatory requirements. As a result, self evaluation is inaccurate and not all regulatory requirements have been met. However, leaders have ensured that teaching and achievement have improved to outstanding since the previous inspection and behaviour remains outstanding.

### The school has the following strengths

- Pupils are happy in school. They enjoy learning very much and feel safe and well cared for.
- Outstanding teaching across the school ensures that pupils achieve outstandingly over their time in school. Pupils receive an extremely good grounding in relation to developing basic skills in reading, spelling, writing and mathematics.
- Pupils make outstanding progress from their starting points. They reach high standards, including in English, mathematics and science by the time they leave. Pupils are very successful in sitting entrance examinations for the secondary schools of their choice.
- Leaders have developed a very attractive and exciting range of experiences for pupils to support their academic and personal development.
- Extremely good opportunities for spiritual, moral, social and cultural development ensure that behaviour is impeccable. Furthermore, pupils develop highly laudable, caring attitudes towards others in multi-cultural Britain.
- Teaching, progress, behaviour and the quality of activities on offer in the early years are just as good as in other parts of the school.

### Compliance with regulatory requirements

- The school must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Information about this inspection

- Pupils were observed at different times of the school day. The inspectors observed nine lessons and scrutinised samples of pupils’ work in different subjects. They held meetings with the headteacher and deputy headteacher who are the proprietors. Discussions were also held with staff and pupils.
- School documents were examined in order to check compliance with the independent school standards. These included the school’s prospectus, policies and information about pupils’ progress. Records relating to behaviour, attendance, welfare, health, safety and safeguarding were also checked. Inspectors also looked at the school’s website.
- There were not enough responses to the online Parent View survey for these to be analysed. Parents views expressed in letters to the school and their comments about their children’s progress were taken into account. The inspectors also took account of six staff questionnaire responses and the online surveys from pupils.
- Inspectors took account of letters of appreciation from the community including from hosts for educational visits.

## Inspection team

Saleem Hussain, Lead inspector

Additional Inspector

Jo Sharpe

Additional Inspector

## Full report

### Information about this school

- Inglebrook School opened in April 1963 and is in the centre of Pontefract.
- The school has separately registered childcare provision for children aged from 2–3 years of age (Inglebrook Nursery). This provision is also owned and managed by the proprietors. It was formally registered with Ofsted in June 2011.
- The school is run by the headteacher and deputy headteacher. There are no middle managers.
- The school provides for children from 2–11 years of age in three separate buildings on the same site. The school is registered to admit up to 145 pupils. There are currently 97 pupils on roll, including 27 children in the early years most of whom are in receipt of government funding.
- Early years provision includes part and full time places.
- At the time of the inspection, there were no pupils on roll with statements of special educational needs. No disabled pupils currently attend the school.
- The school has a small number of pupils who belong to traveller families.
- The school's motto is, 'Striving for Excellence' and this embraces its basic philosophy of providing, 'well qualified, dedicated and caring staff who expect the best from each and every child in order to fulfil their potential'.
- The school was previously inspected in September 2011 when the quality of education provided was judged as good. Inglebrook Nursery was last inspected in January 2012.

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

- Improve leadership and management by:
  - raising their awareness and understanding of all of the latest regulatory requirements
  - ensuring that self evaluation is accurate and improvement planning remedies the school's weaknesses.
- Improve the school's work to keep pupils safe and secure by ensuring that all of the school's welfare, health, safety and safeguarding policies and procedures are reviewed and implemented effectively.

### The school must meet the following independent school standards.

- In relation to welfare, health and safety the proprietors must ensure that:
  - the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a), 16(b)).
- In relation to the quality of leadership and management the proprietors must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a) and 34(1)(b)).

## Inspection judgements

### The leadership and management

### require improvement

- Leadership and management require improvement because all of the independent schools standards are not met. Inspectors judge that unmet standards are minor, easily rectified, and do not have a serious impact on pupils' welfare, health and safety, academic or personal development.
- Soon after the previous inspection when several standards were not met, the school took positive action to address the weaknesses. The school's policies and procedures have been reviewed regularly in light of new regulations since the last inspection. The exception to this concerns the school's risk assessment policy where inspectors found that this is not comprehensive and not all risk assessments are in place. In particular, the school has not identified all risks to safety in practical lessons and a couple of areas on the premises have not been assessed.
- Leaders acknowledge that self evaluation is inaccurate in relation to compliance with the standards.
- Leadership has successfully created a positive culture in which teaching is outstanding and extremely good behaviour can flourish.
- The school has improved teaching, assessment, achievement, learning activities and personal development opportunities from good to outstanding since the previous inspection.
- There are many excellent, imaginative and enticing activities on offer in all the required areas of learning. This includes for literacy and mathematics where basic skills are developed at every opportunity. Pupils enjoy learning French from a very early age. After-school activities include tap dancing, ballet, piano and netball. Arrangements for spiritual, moral, social and cultural development are excellent, resulting in superb personal development.
- The school promotes British values effectively through personal, social, health and citizenship education which takes place at various times including in different lessons and in assemblies.
- The school promotes equality of opportunity, fosters good relations and tackles discrimination very effectively. Pupils are very well prepared for life in modern Britain. They learn to respect members of all communities. For example, visitors and staff give talks to pupils about the major world religions. Leaders ensure that pupils are not exposed to extremist views of any description.
- The school's arrangements for safeguarding meet requirements and are effective. The required checks have been carried out on all staff and all the required information is recorded in the single central register of checks.
- **The governance of the school:**
  - governance requires improvement in relation to ensuring that the school complies with all of the independent school standards.
  - the headteacher and deputy headteacher have worked relentlessly and successfully to improve teaching and achievement since the previous inspection. However, they acknowledge that checking adherence to all of the independent schools standards has lacked rigour, resulting in oversights regarding compliance.
  - the headteacher and deputy headteacher provide very strong leadership of teaching and lead by example. They monitor the quality of teaching very effectively and know how good it is and how well teachers are doing. Staff confirm that arrangements to develop their skills are good.
  - the headteacher and deputy headteacher regularly check the school's data on progress. They have created a close-knit team of dedicated staff in school. Everyone pulls in the same direction, sharing exactly the same values about education and passion for teaching basic skills to enable pupils to prosper at the next stage of their education.

### The behaviour and safety of pupils

### require improvement

#### Behaviour

- The behaviour of pupils is outstanding. Pupils develop a remarkable level of self-discipline and take full responsibility for their behaviour. These factors make an excellent contribution to pupils' progress.
- Attitudes towards learning and relationships between pupils are excellent. All groups of pupils, including different ability groups, demonstrate a thirst for learning and rightly take great pride in their work. They cooperate very well with adults and peers. For example, in group tasks they help each other and exchange views and ideas about the work freely.
- Pupils are excellent ambassadors for the school. They routinely display extremely good manners towards

everyone and are very polite.

- Pupils love learning and often marvel at facts in subjects such as science. They enjoy everyone's company in school, saying for example: 'We are one big happy family'.
- Discussions with pupils provide clear evidence of excellent spiritual, moral, social and cultural development. For example, in a discussion about civil and criminal laws in England, pupils demonstrated their very clear understanding of right and wrong. They talked about how theft is unlawful and guilty parties must suffer the consequences, but also put forward very clear thoughts about how personal mitigation should be taken into account when judges consider punishments.
- Attendance and punctuality are good. The school is aware of a small minority of pupils whose attendance requires improvement and there are very good arrangements in place to raise their attendance and ensure that they do not miss important work whilst absent.

### Safety

- The school's work to keep pupils safe requires improvement. The school has reviewed most welfare, health and safety policies effectively since the previous inspection with only very minor omissions from policy documents. These omissions were rectified very quickly during this inspection, for example in relation to the school's anti-bullying policy. However, the school's written risk assessment policy was found to have a few omissions and not all risk assessments are in place.
- Inspectors judge that unmet standards in relation to risk assessment are minor, easily rectified, and do not have a serious impact on pupils' welfare, health and safety. The school has already started to take remedial action.
- Staff are well trained in safeguarding. For example, the school's designated safeguarding lead is trained to the required standard and all staff have received suitable basic training.
- A number of staff are trained to administer first aid and qualifications include paediatric certification.
- Pupils say that they feel safe in school and bullying is not an issue. They are well aware of the many different forms of bullying including cyber-bullying. They are confident that they can talk to members of staff if they experience any problems.
- In relation to fire safety, all fire equipment is professionally maintained. Fire drills are regularly carried out.

### The quality of teaching

**is outstanding**

- Teaching in all key stages and in most subjects is outstanding and never less than consistently good. Consequently, all groups of pupils including boys, girls, travellers and the most able make sustained progress over their time in school and this leads to outstanding achievement.
- Pupils say that lessons are fun, teachers make lessons interesting and they have a good sense of humour which helps them to learn and participate fully.
- The huge emphasis on developing basic skills in reading, writing, spelling, speaking, listening and mathematics from a very early age ensures that pupils achieve extremely well in these areas of learning. For example, many different lessons in all year groups include very well planned opportunities to develop literacy skills.
- All teachers have high expectations of pupils. They provide very challenging opportunities for all groups of learners.
- Teachers question pupils skilfully in lessons to ensure that they are learning as well as they can. For example, pupils are often targeted for questions to ensure that everyone learns equally well.
- There is strong teamwork between teachers and their assistants where teaching assistants are deployed. Teaching assistants are always active in lessons providing well-planned support which makes a significant contribution to learning.
- Assessment is accurate. When necessary, teachers adjust their lesson planning to ensure that pupils fully understand learning points before moving on to the next stage in schemes of work. Marking of pupils' work is very good and pupils receive clear guidance on how well they are doing and the steps to take in order to improve.
- The school meets the standards relating to teaching, assessment, learning activities provided and personal development very effectively.

**The achievement of pupils****is outstanding**

- The achievement of pupils is outstanding because teaching is very closely matched to their needs and abilities.
- From their starting points, all groups of pupils make outstanding and sustained progress over their time in school in many subjects, including English, mathematics and science. The proportion of pupils making expected progress and the proportions exceeding expected progress in English and mathematics are high compared with national figures. The pupils from traveller families are mostly achieving as well as other pupils in school and nationally.
- By the time pupils leave, almost all pupils attain standards which are at least in line with national averages and many pupils attain above average.
- The most able pupils achieve extremely well and the majority attain very high standards for their age because their learning targets are sufficiently challenging. Teachers plan classroom and homework tasks which enable pupils to deepen and extend their learning in line with their ability.
- Reading quietly, reading to teachers and also reading aloud in different subjects are firmly entrenched in daily learning routines for all year groups. Pupils are encouraged to, and do read widely in school and at home. As a result of these factors pupils attain high standards.
- Pupils develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They also develop their basic skills in mathematics very effectively including arithmetic and problem solving. Much work is done around budgeting and this helps pupils to develop economic skills. The school has recently enhanced its scheme of work to help pupils develop computer skills and specialist teaching is now provided in this regard. As a result, pupils are extremely well prepared for the next stage in their education.
- A number of pupils leaving at the end of Year 6 sit entrance examinations for the local secondary school of their choice. School records show that every pupil sitting entrance examinations in the last few years has passed. A small number of pupils gained a scholarship last year.
- The school meets the standards relating to the learning activities on offer and assessment very effectively.

**The early years provision****requires improvement**

- The early years requires improvement because the school does not effectively meet standards in relation to risk assessment. Leadership, management and safety in the early years require improvement for the same reasons. Statutory requirements of the Early Years Foundation Stage are met.
- Inspectors judge that unmet standards are minor, easily rectified, and do not have a serious impact on children's welfare, health and safety, academic or personal development.
- Day-to-day care, guidance and supervision from staff are very strong.
- Children enter the early years with skills which are typical for their age. Their achievement is outstanding over their time in the early years. This includes children for whom the school receives additional funding and the most able. All of the evidence, including records of their work, indicates that children exceed expected progress towards achieving the early learning goals. This is most notable in their communication, language and literacy skills.
- Parents receive frequent updates about their children's progress and are rightly pleased with their achievements.
- Children benefit tremendously by sharing many lessons with Year 1 pupils. For example, in a physical education lesson seen they developed their communication, language and physical skills through creatively interpreting classical music working in pairs. Everyone's shapes and movements were fabulous.
- By the time children move into Year 1 they are ready and very well placed to continue making outstanding progress.
- Planning to ensure that all groups of children progress as well as they can is very effective.
- Teaching is outstanding. Many interesting and highly demanding experiences are on offer for all groups of children, meeting their needs extremely well. Basic skills in communication, language, reading, writing and word pronunciation are taught extremely thoroughly. Teachers use resources very well to support learning both indoors and outdoors.
- Children in the early years develop excellent attitudes and behaviours. They learn to work and play with other children with good consideration for each other. They are encouraged to make choices and decisions and this raises their self confidence very effectively.

## What inspection judgements mean

| School  |                      |
|---------|----------------------|
| Grade   | Judgement            |
| Grade 1 | Outstanding          |
| Grade 2 | Good                 |
| Grade 3 | Requires improvement |
| Grade 4 | Inadequate           |

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.gov.uk/government/publications/non-association-independent-school-inspection-handbook](http://www.gov.uk/government/publications/non-association-independent-school-inspection-handbook).

## School details

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 108304   |
| <b>Inspection number</b>       | 454247   |
| <b>DfE registration number</b> | 384/6112 |

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

|                                            |                                |
|--------------------------------------------|--------------------------------|
| <b>Type of school</b>                      | Primary day school and nursery |
| <b>School status</b>                       | Independent                    |
| <b>Age range of pupils</b>                 | 2–11                           |
| <b>Gender of pupils</b>                    | Mixed                          |
| <b>Number of pupils on the school roll</b> | 97                             |
| <b>Number of part time pupils</b>          | 28                             |
| <b>Proprietor</b>                          | Inglebrook School Ltd          |
| <b>Chair</b>                               | Mrs J Bellamy                  |
| <b>Headteacher</b>                         | Mrs J Bellamy                  |
| <b>Date of previous school inspection</b>  | 20-21 September 2011           |
| <b>Annual fees (day pupils)</b>            | £3,840 - £4,140                |
| <b>Telephone number</b>                    | 01977 700120                   |
| <b>Email address</b>                       | inglebrook@hotmail.co.uk       |



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