

# Ingol Community Primary School

Whitby Avenue, Ingol, Preston, Lancashire PR2 3YP

**Inspection dates** 2–3 December 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- This good school is improving rapidly because of the determined leadership of the headteacher and a very positive team of effective teachers.
- The leadership team knows the school's strengths and has prioritised areas for further improvement within an effective plan.
- Leaders and governors have improved the quality of teaching and assessment through rigorous checks of performance and robust use of appraisal and training. This has had a positive impact on pupils' learning, promoting good outcomes for pupils across the school.
- Disadvantaged pupils, disabled pupils, those who have special educational needs and those who speak English as an additional language all make good progress because of effective support for their well-being and strong teaching.
- The teaching of writing is a strength. Teachers' effective marking and feedback to pupils helps them to make good progress.
- Provision in the early years is good. Assessment ensures that activities match the needs of children well.
- Pupils have good attitudes to learning. They are committed to doing their best; they are proud of the work they produce which is always neat and well-presented.
- The school ensures that pupils' safety is a priority. Behaviour is always good, as is pupils' spiritual, moral, social and cultural development.
- Relationships with parents are good. Parents appreciate the regular information that the school provides and the way the school looks after their children and helps them learn.
- The governing body has improved significantly since the previous inspection. They have a good knowledge of all aspects of their role and duties. Their skills are used well in supporting and rigorously holding leaders to account for the continued improvement of the school.

### It is not yet an outstanding school because

- At times, some of the most-able pupils are not challenged sufficiently in reading.
- Pupils do not consistently practise and apply their reading skills in other subjects.
- Pupils' learning sometimes slows because they do not have enough resilience to solve problems for themselves.

## Full report

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

- Further improve the quality of teaching so that more is outstanding, by:
  - building pupils' resilience to solve problems for themselves
  - ensuring that pupils have more opportunities to practise and apply what they have learnt in their reading to subjects across the curriculum
  - ensuring that teachers' questions are used more effectively to challenge pupils to higher levels of thinking, particularly for most-able pupils in reading.

## Inspection judgements

### Effectiveness of leadership and management is good

- Leadership and management are good because all leaders are having a positive impact on improving the quality of teaching and raising pupils' attainment. There is a shared vision that enables good teaching to flourish and pupils to behave and achieve well.
- The headteacher is resilient and provides good leadership. As a result, the school has made very rapid improvements since the last inspection. The headteacher has established a very strong ethos committed to pupils' learning. She has galvanised a good staff team who share her ambition for the school's continued success.
- The school's self-evaluation is accurate and identifies what needs to be done to improve the school further. Within improvement planning, appropriate priorities are set. Actions build on the current strengths so there is clearly a strong capacity to improve further. Staff have improved their knowledge of how well individual pupils are making progress. Information about pupils' achievement is analysed very well by senior leaders.
- Since the previous inspection, the monitoring of teaching and learning has become more effective. This has played a significant role in ensuring that all staff understand what aspects of practice are good and what needs to improve further.
- The systems to check on teachers' performance are followed rigorously. Challenging targets are set for staff that are linked to whole-school priorities and pupils' progress. Senior leaders review how well teachers are meeting their targets on a regular basis and take action where necessary.
- Training to develop teachers' professional skills has been used effectively. For example, training provided by the senior leaders on the new expectations in primary mathematics has rapidly improved the teaching of this subject across the school.
- Since the previous inspection, leadership across the school has developed. Despite being a small team, staff work together well to support each other in delivering their responsibilities. This has paid dividends and led to good improvement.
- The school makes very good use of the pupil premium funding to support disadvantaged pupils, both in their academic development and in taking part in a range of additional activities to support their personal development and well-being. Disadvantaged pupils benefit from attending the breakfast club and the many other different clubs and visits the school provides. Leaders ensure that all pupils have equal opportunities to succeed. The impact of this is evident in the significant narrowing of the gaps in attainment between this group and others, and the more rapid progress now made by disadvantaged pupils.
- Good use is made of the extra funding available to promote physical education and sporting opportunities. Pupils are very appreciative of the wide range of clubs and sporting activities, such as dance, football and netball. Staff training, from specialist coaches, is promoting improvements in teaching across a variety of activities. Pupils are made aware that their health and well-being are important. For example, Year 2 pupils had great fun in a very energetic session provide by a specialist teacher on looking after their hearts.
- Staff promote pupils' spiritual, moral, social and cultural development effectively and this is reflected in the good conduct of pupils. The school's deeply held values of tolerance, kindness and respect regularly feature in school assemblies and align closely with British values. Pupils learn about democracy through the work of the school council. The older pupils set an excellent example to the younger ones in the way they commit to fair play. All of this helps to prepare them very well for life in modern Britain.
- Leaders focus on the key skills of reading, writing and mathematics within the curriculum. They also provide a range of subjects that are enhanced by a variety of educational visits, so learning is a very enjoyable experience for pupils. However, leaders do not always ensure that the basic skills of reading are taught effectively in subjects other than English.
- The local authority recognises the improvement in the school and now provides light touch support, which leaders value.
- Parents receive regular information about what is going on in the school. The school's own parental questionnaires show that they value information about their children's work and progress.

### ■ The governance of the school:

- The governing body play a significant role in driving improvement. Their commitment to the school and community is of great credit to members. They carry out their statutory duties and now provide excellent support and challenge for the school's leaders. They have carried out an assessment of the capacity of the team and have good understanding of their skills; this has led to training, which has helped to improve their understanding of how to hold leaders to account.
  - Governors' work to check improvements, through links to school priorities, has helped them have a deeper understanding of issues that allows them to challenge school leaders to secure further improvements. The governing body check how well school leaders improve the quality of teaching. Decisions about teachers' pay are appropriately linked to their performance and responsibilities. Governors track finances well and lead the school in deciding how to spend additional money, such as that to support disadvantaged pupils.
- The arrangements for safeguarding are effective and meet statutory requirements. Leaders make all the required checks before staff are employed and ensure that they are kept fully up to date with matters relating to pupils' welfare and safety.

## Quality of teaching, learning and assessment is good

- Since the previous inspection, the quality of teaching and learning has improved. It is now good. Teachers know what they want pupils to learn. They show pupils what they want from them and if pupils are uncertain or confused, teachers work hard to correct misconceptions. The impact of this is that pupils now produce work of a good quality, which they are proud of. Work is always presented to the best of their ability and handwriting is neat.
- The teaching of writing is a strength of the school and is leading to rapid improvement in pupils' achievement in this subject, at both Key Stages 1 and 2. Teachers' subject knowledge across the school is strong. For example, Year 2 pupils developed a good understanding of the key features of a traditional tale and learned how to sequence their own writing because the teacher was very skilled in communicating what was needed to produce a successful piece of work.
- In mathematics, skills are taught in a logical way that builds on previous learning and pupils are encouraged to ask why they choose certain methods in their work. This enables pupils to apply their knowledge to solving problems systematically. This was evident in Year 6. These pupils were using a range of mathematical methods to order and solve problems using fractions. The more-able pupils happily took part in deep discussion about their work, which enhanced the progress that they made.
- Reading is improving and phonics (letters and the sounds they represent) is taught well. This is helping, for example, readers in Year 2 to gain in confidence and fluency in reading. This results in above average outcomes in comparison with other schools. At Key Stage 2, reading has been prioritised by the school leaders. Pupils take part in daily reading sessions and say that they have opportunities to read a wide range of texts. However, pupils are not always challenged by the questions that their teachers ask. They do not get enough time to practise comprehension skills; this is particularly the case for most-able pupils. This is not allowing them to tackle high order questions about books and texts they are reading.
- The marking of pupils' work has strengthened as a result of this area being a focus for improvement. Teachers' marking provides pupils with clear and constructive suggestions for improvement. Pupils act on the feedback and this has a positive impact on their progress. They understand what their targets are and what they need to do to achieve them.
- Teachers use assessment information well to provide work that is usually appropriately targeted for their different starting points. Teachers are aware of how well different groups are learning in lessons, and, in some lessons, adjust their practice to make sure that everyone does well. However, in reading, the activities pupils are set are sometimes too easy for them. Occasionally, pupils have to complete unnecessary work before reaching activities that would extend their learning appropriately.
- The school has a significant number of teaching assistants who generally provide good support to the pupils, asking good questions and prompting them to move on in their learning. On too many occasions when pupils face difficulty they look to an adult for help, rather than tackling the problem by themselves or seeking the help of a friend. This results in them waiting for help and slows progress.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good. Pupils say that they feel safe and secure in school. A number of pupils enter the school at different times during the year and all the other pupils understand that their role is to make them feel welcomed and secure. Parents agree and value the very good level of care and support the school provides for their children.
- The school provides a good range of activities to help pupils learn to stay safe and they are taught how to safely use computers and the internet without coming across undue risks. The pupils say that there is little bullying but that they are all working to eliminate it and that, if it occurred, they are confident it would be dealt with effectively. The school is committed to ensuring that pupils have an even deeper understanding of different types of bullying.
- The school works hard to provide additional activities to support the children in personal development and welfare. Breakfast club gives pupils a safe and sociable start to the day, ensuring that pupils enjoy a healthy meal. The after-school club keeps pupils safe and fully occupied and enables them to relax at the end of the day. Pupils of all ages and backgrounds get on very well together.
- The school invests in significant additional staffing who work as a dedicated team to help the pupils develop confidence to become successful in their school life.

### Behaviour

- The behaviour of pupils is good. Their good behaviour has a very positive impact on their learning and progress. In all lessons observed and in other settings, such as assembly, the dining room and at playtimes, pupils behave well.
- Pupils have positive attitudes to learning. They enjoy coming to school and speak with enthusiasm about all the new things they are finding out. They appreciate the support of their teachers and as one pupil said, 'teachers are kind and help us with our work'. Pupils show great pride in their work. Presentation of work in books is of a high standard and wall displays are of a similar quality.
- The work of the 'buddies' is an excellent example of how the older pupils support the learning and welfare of the younger children. They are very mature in their role to support the younger children in their learning and play, ensuring that they are happy at all times.
- Staff manage pupils' behaviour well. All staff are thoroughly familiar with the behaviour policy and pupils fully understand the school's system of rewards and sanctions.
- Pupils' attendance has improved since the last inspection and the attendance of all groups of learners is in line with national averages. The school works hard with families to make sure that pupils attend school on time and regularly.

## Outcomes for pupils are good

- Children start in the early years with a range of skills and knowledge, with the majority starting school with skills that are below those typical for their age. This is particularly the case in their communication, language and literacy skills. As a result of good teaching, children make good progress from their different starting points, and in 2015 the percentage of children achieving a good level of development was equal to other schools nationally.
- The results of the Year 1 check on pupils' skills in phonics (linking letters and sounds) were closer to what other pupils nationally achieved than in previous years. In 2015, 67% reached the expected standard, with 77% as the national average. This represents good progress given pupils' starting points. Pupils develop into good readers with an interest in a range of books.
- Standards at Key Stage 1 have been consistently good in reading, writing and mathematics. In 2015, attainment was above average in reading, writing and mathematics. This represents at least good progress from pupils' different starting points.
- Pupils make good progress in Key Stage 2. Most Year 6 pupils in 2015 had reached expected levels of attainment for their age in reading, writing and mathematics.
- The most-able pupils make particularly good progress at Key Stage 1. At Key Stage 2, they make similarly good progress in writing and mathematics. While there is some good progress in reading, a small number

of most-able pupils did not achieve the level of expected attainment.

- The progress of disabled pupils and those who have special educational needs is good over time. This is evident from the work in their books. The school's leadership team measures the impact of programmes of support well. They discuss the progress of these pupils and ensure that support is at the right level. By such means, the school ensures that the education these pupils are receiving meets their needs well.
- Pupils supported by the additional pupil premium funding make the same good progress as the other pupils in the school. Eligible pupils make the best progress in Years 1 and 2 because funding is used to ensure additional support to accelerate their progress in basic reading, writing and mathematical skills. At Key Stage 2, these pupils are now making good progress. This is evident by closing gaps at the end of Year 6. The achievement gap is smaller than in previous years and compared to that found nationally.
- The school has recently had an influx of pupils who speak English as an additional language. The school team are skilled at checking the needs of these pupils and ensure that they are given the right support quickly. The small number of pupils who speak English as an additional language and those from minority ethnic groups who have been in the school for over a year make good progress. This is because teachers and support staff are adept at planning work that suits them, particularly in promoting their language skills.
- Pupils are making good progress in their topic work. They enjoy science, geography and history and are developing good skills and knowledge in these subjects.

## Early years provision

is good

- The leadership and management of the early years is good. The early years leader has set up highly effective systems to assess and record children's achievements. It is very much a team approach and staff work together extremely well to provide children with stimulating experiences that keeps them focused throughout the day.
- Progress in children's personal, social and emotional development is a priority. Teachers prepare children well by encouraging the children to have the confidence to explore learning for themselves and with their friends.
- The staff team carry out regular checks on the progress of the children and use this information to plan the next steps which children need to take to move their learning on. All adults are involved in observing and recording children's progress. Parents are not only regularly informed about the work that the children are doing; they are invited into school to engage in detailed conversations about their child's progress.
- The accommodation is used well by staff and enables children to learn well in all areas of learning. The children benefit from an outdoor wooded area, which is used effectively to extend children's learning. For example, during the inspection children explored, with their friends, in imaginative ways, stories about their super heroes, gathering twigs and other materials to express themselves.
- Children behave well in the early years because staff make their expectations clear and establish routines quickly. Where children are finding it difficult to maintain concentration, staff are very skilled in the questions and commentary they use to re-engage the children.
- Because of the good teaching and assessment they receive, children achieve well and are well prepared for their learning in Year 1. Children who started in Reception with limited language make good progress and close the gap on their friends by the time they enter Year 1. They have a choice of activities that develop skills they have already been taught, so that they can practise them in a variety of different ways. The disadvantaged children receive focused support from adults and this is, where needed, helping them catch up with the peers in the development of language.
- The staff ensure that all children feel confident, secure and cared for. Children learn and play in a safe environment, taking turns and showing consideration for one another. All welfare requirements are met in full.
- Children learn in an emotionally and physically safe environment, where staff model a confident, caring and cheerful approach to learning. As a result, all children play well together. They use resources carefully so that they and their friends can play safely.

## School details

<b>Unique reference number</b>	119239
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10002233

This inspection 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>	135
<b>Appropriate authority</b>	local authority
<b>Chair</b>	Bill Shannon
<b>Headteacher/Principal/Teacher in charge</b>	Mary Doran
<b>Telephone number</b>	01772 727383
<b>Website</b>	<a href="http://www.ingol.lancsngfl.ac.uk">www.ingol.lancsngfl.ac.uk</a>
<b>Email address</b>	<a href="mailto:head@ingol.lancs.sch.uk">head@ingol.lancs.sch.uk</a>
<b>Date of previous inspection</b>	17–18 September 2013

## Information about this school

- This is a smaller than average-sized primary school.
- Pupils in KS1 are taught in single-aged class.  
Pupils in KS2 are taught in mixed-age classes.
- Most pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is average. This includes a significant minority who enter the school at the early stages of learning English.
- The proportion of disabled pupils and those who have special educational needs is well-above average.
- The proportion of pupils for whom the school receives the pupil premium is well-above the national average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- In September 2015, the number of pupils on roll increased significantly, with an additional 30 pupils, some who speak English as an additional language.
- 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.

## Information about this inspection

- The inspector observed seven lessons. One lesson was observed jointly with the headteacher. In addition, inspectors made a number of short visits to classrooms and watched sessions where pupils were taught in small groups.
- Meetings were held with staff and a representative from the local authority.
- A meeting was held with five governors.
- Inspectors talked to pupils informally in class and at breaks and listened to pupils read.
- A number of documents were scrutinised, including the school's own information about pupils' learning and progress, planning and monitoring documents, minutes of governor meetings, the development plan, records relating to behaviour, attendance and safeguarding information.
- The inspector took account of the 11 responses to the online questionnaire, Parent View. He also took account of the school's own parental questionnaires.

## Inspection team

Andrew Morley, lead inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2016

