

Inspection of Ingram Road Primary School

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

Inspection dates: 26–27 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

School leaders are keen to give pupils experiences of the wider world. However, their expectations of what all pupils can achieve are not high enough. As a result, too few pupils reach the expected standard in reading, writing and mathematics.

Pupils study a broad range of subjects. However, in some subjects, the curriculum is still at an early stage of development. As a result, pupils do not acquire the depth of knowledge they need to be successful learners.

Pupils enjoy being at school. They say they feel safe and have someone to go to if they have any worries.

Behaviour is generally good. Staff help pupils to behave well. Pupils say that bullying happens sometimes. Bullying is a concern for a small number of parents. Teachers help pupils to understand what bullying is and how to seek help if necessary. Most pupils feel confident that adults sort bullying out when it does happen.

Pupils are able to learn new skills outside of lessons. These include ballet, singing, playing musical instruments, playing board games, art and cooking. Many pupils enjoy taking part in the sporting activities on offer. Pupils are developing an understanding of democracy. They were gripped by 'election fever' when they voted for the school council.

What does the school do well and what does it need to do better?

Improvements in the quality of education have not been swift enough. Over time, governors have not held leaders to account for ensuring that all pupils achieve the standards they are capable of. As a result, too few pupils achieve as well as they should. Many pupils enter the school with levels of development below what is typical. Some pupils are able to speak little or no English when they join the school. Nevertheless, leaders' and governors' expectations of what all pupils can achieve are too low.

Teachers have had up-to-date training in mathematics. The curriculum plans for mathematics are detailed and well sequenced. This helps teachers to plan lessons that build on what pupils know and can do. As a result, pupils are developing strong mathematical knowledge and skills.

Reading has high importance. Teachers read to pupils every day. The English leader has introduced a new way of teaching reading for the older pupils. They are now getting the practice they need to become better readers. Pupils enjoy the rewards they get for reading more. For example, some pupils have visited a book shop in Leeds to choose a new book.

The pace of learning in phonics is too slow. Some of the activities that teachers plan do not help pupils learn what they need to know. Reading books do not match the

sounds that pupils already know. As a result, not enough of them get off to a strong start in reading. Leaders know that the phonics curriculum needs to improve. This includes ensuring that staff have the necessary training to deliver the phonics programme effectively.

Plans for the wider curriculum are at different stages of development. In some subjects, such as science and physical education, leaders have provided detailed plans. These help teachers to plan coherent sequences of lessons. As a result, pupils are able to build on prior learning. Leaders' plans for some other subjects do not have enough detail to help teachers plan sequences of lessons in sufficient depth. These subjects include geography, history, art and design and design technology.

Teachers plan experiences outside of the classroom. For example, pupils enjoyed experiencing life as a Victorian child. However, pupils do not always have the depth of knowledge to help them to understand what they see and do on these visits. Teachers do not always have high enough expectations of what pupils are capable of. For example, instead of using their knowledge to mix paints in art and design, some pupils just used felt-tip pens. Where expectations were higher, pupils had produced high-quality pieces of work.

Resources are well organised and interesting in the early years. This encourages children to explore and investigate. Teachers plan learning to build on children's starting points. However, the pace and depth of learning is not sufficient to make sure that children are ready for Year 1. Parents want their children to do well. They appreciate opportunities to be involved in their children's learning.

The special educational needs coordinator makes sure that pupils with special educational needs and/or disabilities (SEND) get the support they need. This helps them to come to school every day and to take a full part in school life.

Most pupils behave well in lessons and at play. School leaders and staff work hard to make sure that this is the case. They have introduced more sports leaders to engage pupils at lunchtimes. When bullying does happen, it is managed appropriately.

Pupils are excited about their plans to help people in their local community. These plans include providing afternoon tea for older people in the community, performing for residents at the local home for people suffering from dementia and running a 'mums and tots' group.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding team are knowledgeable and vigilant. They make sure that all staff are well trained and aware of their responsibility to keep pupils safe. Leaders help families to get the support they need, for example from the local food bank. This helps to keep vulnerable pupils safe.

Staff help pupils to understand the risks of drug and alcohol abuse. They make sure that pupils know how to stay safe when they are using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not been ambitious enough in their expectations of what pupils can achieve. As a result, too few pupils achieve as well as they should in reading, writing and mathematics across the school. Governors have not held leaders to account effectively or set high enough expectations. This has meant that improvements in reading, writing and mathematics have not been brought about with enough urgency. Governors must ensure that they challenge leaders on all aspects of the school's performance.
- The content and sequence of the phonics programme does not support the development of early reading skills well enough. In addition, the books that pupils use to practise reading do not match the phonics sounds they already know. As a result, not enough pupils develop the fluency and confidence they need to reach the expected and higher standards in reading. Leaders now need to implement their plans to introduce a more systematic approach to the teaching of phonics. They also need to make sure that reading books match the sounds that pupils already know. In addition, they need to make sure that teachers and teaching assistants have the training and support they need to deliver the new phonics programme and to plan activities that help pupils to learn and remember more.
- Leaders have introduced plans for teaching wider curriculum subjects. For some subjects, including geography, history, art and design and design technology, this work is not complete. Due to these subjects being at a very early stage of development, pupils have little depth in their knowledge and understanding. The knowledge they have is disjointed. Leaders should ensure that suitably detailed plans are in place for all subjects and that these are being implemented effectively. Leaders should strengthen teachers' subject knowledge and ensure that they are skilled in checking pupils' knowledge and understanding in these subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107952
Local authority	Leeds
Inspection number	10121680
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	361
Appropriate authority	The governing body
Chair of governing body	Deryn Porter
Headteacher	Sarah Millard
Website	www.ingramroad.leeds.sch.uk
Date of previous inspection	7–8 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils who come from minority ethnic groups is significantly above the national average.
- 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 above average.
- The proportion of pupils who are eligible for the pupil premium funding is much higher than the national average.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, deputy headteacher, assistant headteacher, SEND coordinator, the phonics leader, the English leader, the mathematics leader and some subject leaders.
- We met with the chair of governors, the chair of the joint review group and another governor.
- We met with a representative from the local authority.
- The subjects considered as part of this inspection were: reading, mathematics, physical education and geography. We carried out deep dives in these subjects. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work. We also observed the phonics leader listening to pupils read.
- We looked at curriculum plans, met with subject leaders and looked at examples of pupils' work for other foundation subjects, including history, science and art and design.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records. We also talked to members of the school's safeguarding team.
- We discussed the school's records on attendance and behaviour with leaders.
- We analysed the school's self-evaluation document and plans for improvement.
- We talked informally with pupils in lessons and at breaktimes. We also took account of the 96 responses to Ofsted's online pupil questionnaire.
- We talked to a number of parents as they dropped their children off at the start of the school day. We also took account of the 17 responses to Ofsted's survey, Parent View.
- We met with a number of staff and took account of the 34 responses to Ofsted's online survey.

Inspection team

Janet Keefe, lead inspector	Ofsted Inspector
Pritiben Patel	Ofsted Inspector
Adrian Fearn	Ofsted Inspector

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