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Sarah Millard
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Dear Miss Millard

Additional, remote monitoring inspection of Ingram Road Primary School

Following my remote inspection with Mark Quinn, Her Majesty's Inspector (HMI), of your school on 24 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in February 2020.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- overcome the delay caused by the pandemic to implement the new curriculum plans for subjects other than English and mathematics across all year groups, including early years.

Context

- Since the previous inspection, three new governors have joined the governing body.
- During the autumn term 2020, approximately one third of pupils had to learn from home for a short period of time.
- At the time of the inspection, approximately a quarter of pupils were being educated on site. This includes almost all of the most vulnerable pupils. A small number of pupils with an education, health and care (EHC) plan were being educated at home.

Main findings

- You, staff and governors were well prepared for the third national lockdown. The curriculum has been suitably adapted. Staff have been trained well on how to deliver the curriculum remotely and relationships with parents and carers have been strengthened through your clear communication. As a result of this work, pupils continue to benefit from an education despite the current challenging circumstances.
- Over recent months, leaders have successfully reviewed the curriculum for mathematics and reading, including phonics. Effective training for teachers means that these new curriculum plans are firmly in place. Similar work has taken place in other subjects. However, the pandemic has slowed down the implementation of these plans in all year groups, including early years. Consequently, some subjects are not as far ahead as English and mathematics.
- Pupils across the school, including children in the early years, are currently studying their usual range of subjects. Pupils learning in school continue to benefit from their typical curriculum. Teachers have adapted the curriculum content so that pupils learn key knowledge, particularly in English and mathematics. Teachers provide useful guidance for parents so that they can help their children when they are learning from home. Teachers frequently review pupils' work. This gives teachers a better understanding of what pupils can do. They use this information well to plan what pupils will learn next.
- Pupils learning in school and at home follow the usual phonics programme. Teachers record daily phonic sessions which pupils can access either in school or remotely. This helps to maintain consistency in how the phonics curriculum

is delivered. It also makes sure that all pupils learn how to pronounce sounds correctly. Pupils at the early stages of reading in key stage 2 have access to these materials. This is to help them overcome gaps in their phonics knowledge.

- Pupils access a broad range of online reading texts. The books that pupils read closely match the sounds that they know. The daily story sessions continue to promote pupils' love of reading.
- Those vulnerable pupils who attend school benefit from small group work supported by their teacher. Vulnerable pupils who learn at home continue to access the support of staff so that they can access learning. Teachers keep a close check on these pupils. This is to make sure they are engaging with the education on offer and to support their welfare.
- The special educational needs coordinator works effectively with teachers to support the needs of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND who attend school are supported well by familiar staff. This is enabling this group of pupils to continue to work on their individual goals and to access learning. Leaders work well with other agencies to ensure that pupils with SEND and their families can access the additional help that they need. This is also the case for pupils with SEND, including the small number of pupils with an EHC plan, who are learning from home.
- Alongside your work to provide pupils with an education, you have cemented relationships with parents through your work to support families during the pandemic. You work closely with local organisations and charities to ensure that families receive any help and support that they may need. You make regular checks to ensure that pupils and their families are keeping well amid the current challenging circumstances.
- The appointment of new governors, coupled with effective training from the local authority, has helped to strengthen the effectiveness of governance. The governing body is now better placed to be able to hold you and other leaders to account for your work to improve the curriculum and to provide education during the third national lockdown.
- The local authority has supported the school well. Your work with independent consultants has improved the subject knowledge of staff. This is making a positive difference to the curriculum that pupils are now receiving. Your work with leaders from other schools is having a positive impact on leadership at all levels.

Evidence

This inspection was conducted remotely. We spoke to you, curriculum leaders, pupils, staff, representatives of those responsible for governance and a

representative of the local authority. We discussed leaders' actions to provide education to all pupils during a national lockdown.

We also reviewed documents relating to the school's curriculum. We listened to pupils read and talked with a group of pupils from key stage 2 about their experiences of school. We looked at 43 responses to Ofsted's online questionnaire, Parent View, including 12 free-text responses, and we considered the 45 responses to Ofsted's staff questionnaire.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Leeds. This letter will be published on the Ofsted website.

Yours sincerely

Amanda Stringer
Her Majesty's Inspector