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Sarah Millard  
Headteacher  
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Dear Miss Millard

**Requires improvement: monitoring inspection visit to Ingram Road Primary School**

Following my visit with Jenny Thomas, Her Majesty's Inspector (HMI), to your school on 5 May 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the monitoring inspection 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 improve the school since the most recent section 5 inspection.

The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and has taken place because the school has received two successive judgements of requires improvement at its previous section 5 inspections.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. I discussed the impact of the pandemic with you and have taken that into account in my evaluation.

Having considered the evidence, I am of the opinion that at this time:

**Leaders and those responsible for governance are taking effective action in order for the school to become a good school.**

The school should take further action to:

- complete the review of the mathematics curriculum to ensure that it best meets the needs of all pupils. Draw effectively on external expertise to develop mathematics planning. Implement the revised curriculum plans in a timely fashion
- complete the review of the foundation subjects to ensure that all subject plans are coherent and well sequenced, identifying the most important knowledge that you want pupils to know and remember. Successfully implement plans across the school
- implement the revised school improvement planning. Update self-evaluation reporting to ensure that there is a clear focus on the quality of education and separate evaluations for behaviour and attitudes, and personal development. Governors to use these revised plans and evaluations to hold leaders to account.

## **Context**

COVID-19 has to a certain extent had an impact on the school's plans for improvement. However, the headteacher and senior leaders have revised plans to bring the improvement back on track. They are also planning to address emerging priorities such as improving pupils' writing. Governors are keeping a watchful eye on the developments to the school improvement plans and the school's self-evaluation document.

Since the section 5 inspection, there have been some changes to leadership and governance. The deputy headteacher left the school in March 2021. At present, the senior leadership team comprises of the headteacher, an assistant headteacher and three senior leaders. There are three new governors, including a new vice-chair of governors.

## **Main findings**

Leaders have taken appropriate steps to improve the teaching of phonics and early reading. There is evidence that this is beginning to have a positive impact on pupils' phonics knowledge and early reading capabilities. Most teachers and staff have received relevant training, and this is improving their expertise. The leader for phonics and reading checks that staff are delivering the school's approach. However, some support staff do not fully follow the school's approach to teaching phonics and early reading. At times, this leads to an inconsistency in approach. The phonics and reading leader is addressing this variability with further training.

Staff are now matching pupils' reading books to their phonics knowledge. This is starting to help younger pupils achieve success when reading. Pupils find reading an enjoyable activity and value story time. They talked to me enthusiastically about listening to 'Flat Stanley' and 'The Lion, the Witch and the Wardrobe'. These

developments demonstrate the school's improvements in teaching phonics and engendering a love of reading.

The mathematics subject leader is now accessing guidance from the mathematics hub. This is helping to improve the long-term mathematics planning. Leaders are sharpening the links between the planned curriculum and assessments of pupils' learning. The link governor for mathematics is checking that these developments stay on track for implementation across the next academic year. Staff have received training on how to use practical resources to support pupils' learning in mathematics. However, some staff do not use this approach consistently. Teaching assistants would benefit from further guidance on how to use these resources to support pupils' learning effectively.

Governors meet regularly to support and challenge senior leaders. They are starting to analyse school improvement planning more carefully. Leaders' self-evaluation information on the quality of education, personal development, and behaviour and attitudes needs updating. Governors have expectations that leaders will reshape the self-evaluation reporting. They recognise that this will help them to better hold leaders accountable for the necessary improvements.

Subject leaders are taking a more active role in curriculum development. They are revising and developing their subject planning alongside phase leaders. My evaluation of computing and history found that these subjects are moving in the right direction. Older pupils demonstrated their knowledge of how to design computer games well and made good use of prior learning. Pupils understand how to stay safe online. Younger pupils have developed secure knowledge about Neil Armstrong, who they are studying in history. They could sequence historical events chronologically. These pupils had also successfully remembered important knowledge about historical events, such as the Great Fire of London.

The safety and well-being of pupils and staff remain at the forefront of leaders' thinking. Since the full return to school for all pupils, staff have focused on pupils' personal development needs. At the same time, they have been finding out where any gaps in learning exist. The recent national recognition for the quality of the school's breakfast club highlights the school's focus on pupils' welfare.

Pupils behave well in lessons. There is a calm atmosphere around school. Pupils told me that this is a 'friendly school'. They think that staff are kind and helpful. Pupils are confident that staff will help them to address their concerns or worries.

Senior leaders have suitable plans in place to address the school's priorities. They have revised the plans to take account of emerging evidence from assessments since pupils have returned to school. The school's self-evaluation document needs reviewing. Leaders intend to update this document. Governors have an expectation that leaders will complete this update by the end of term.

## **Additional support**

The local authority has provided relevant school improvement support. This has generally been utilised effectively by leaders. For example, a review of the quality of remote learning guided the school in how to deliver the curriculum during COVID-19 restrictions. Support from a national leader in education to develop leadership is in place. COVID-19 restrictions have limited some aspects of this support. Plans are in place to re-establish this work from the summer term 2021. Leaders are becoming more adept at drawing on external support and it is important that this continues.

## **Evidence**

During the inspection, I held meetings with the headteacher, three members of the senior leadership team and the history subject leader. Your business manager and I reviewed the school's single central register. I completed an online meeting with three governors, including the chair of the governing body. I also spoke to the local authority school improvement adviser. These meetings provided opportunities to discuss the actions taken since the last inspection.

I completed a range of inspection activities, usually alongside senior leaders. I visited phonics, mathematics, history and computing lessons. I observed pupils reading to adults. I reviewed a sample of pupils' mathematics books. I spoke to a selection of pupils from the lessons visited about their learning and life in school. I reviewed two surveys completed by parents and staff.

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 reports website.

Yours sincerely

Michael Reeves  
**Her Majesty's Inspector**