

Inspection of Ingol Community Primary School

Whitby Avenue, Ingol, Preston, Lancashire PR2 3YP

Inspection dates: 12 and 13 October 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils like this school. It is a calm and welcoming place for pupils and their families. Pupils who are new to the school settle in quickly and make new friends.

Pupils, including those with special educational needs and/or disabilities (SEND), learn well in this school. They meet leaders' high expectations of them. Pupils have plenty of interesting resources to help them to learn. They enjoy the exciting curriculum that leaders have put in place.

Pupils understand the behaviour rules and follow them closely. They listen carefully in lessons. Pupils are sensible in classrooms, corridors and outside. They know that if any bullying occurred, their teachers would stop it happening. Pupils are safe. They know who to go to if they have any worries and they are confident that they would be helped.

There are plenty of opportunities for pupils to contribute to the local community in Ingol. For example, pupils help to cook food for people who are homeless. Pupils enjoy their responsibilities as monitors or prefects. They especially love to take care of the school rabbit, Buzz.

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

Leaders have planned a curriculum that covers a broad range of subjects from the Reception Class to Year 6. Leaders have decided on the most important knowledge they want pupils to learn in each subject. The curriculum plans set out this knowledge for each year group. In most subjects, these plans are very detailed, showing the content pupils will learn and when this will happen. This helps teachers to build new learning securely on what pupils already know. In a small number of subjects, curriculum plans are less detailed, especially for children in the early years. In these subjects, teachers are less clear about the precise knowledge that children and pupils need to learn and remember before moving on to new learning.

Teachers help pupils if they find their learning difficult. Teachers make sure that pupils keep practising their earlier learning, so that they do not forget it. Pupils know more and remember more over time. This is especially true in subjects such as mathematics, history and science.

Leaders and teachers identify quickly and accurately those pupils with SEND. Staff work well with parents, carers and other professionals to secure the right help for these pupils. In the early years, teachers use important information from parents and from nurseries. This helps them to understand children's needs before they start school. Teachers receive useful training so that they can adapt the curriculum to suit the needs of pupils with SEND. This helps pupils with SEND to learn from the same curriculum as other pupils.

Pupils learn to read well. Children learn phonics right from the start in the Reception class. They soon start to read books by using the sounds and letters that they learn. Older pupils receive help to catch up with phonics if they need it. Sometimes, adults pronounce letter sounds incorrectly in phonics lessons. This is because leaders have not provided all staff with enough training. On a small number of occasions, children and pupils copy these incorrect sounds when they try to read. Pupils of all ages enjoy reading. There is a new, well-stocked library in school. Pupils enjoy visiting this library to choose books for themselves. Teachers read to pupils regularly. This introduces pupils to a wide range of books.

Leaders provide plenty of activities to help pupils develop personally. Pupils raise funds for charities and help to organise community events. They learn about other faiths and cultures, including when religious leaders visit the school. Pupils learn about democracy through their roles in the school council. They enjoy writing news and broadcasting it in podcasts on the local radio station.

Pupils behave well in school. Children in the early years quickly learn the rules about tidying up and listening carefully. Older pupils are respectful to each other and to their teachers. Pupils enjoy collecting rewards for their classes for good behaviour. Staff value the support that leaders provide to help them manage pupils' behaviour effectively.

Governors ask leaders important questions about the decisions they make for the school. This helps governors to make sure the school is running well. Governors and school leaders are mindful of staff's workload. Teachers and staff told inspectors that they feel well-supported in their roles.

Safeguarding

The arrangements for safeguarding are effective.

The curriculum ensures that pupils learn how to keep themselves safe. Pupils learn the importance of healthy relationships. They learn how to use the internet safely. Leaders and staff have good working relationships with a range of agencies. This helps them to get support quickly for pupils and families who need it.

Staff receive important, regular training. This helps them to recognise the signs of abuse and neglect. Staff know the right action to take if they have a concern about a pupil.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans, in a small number of subjects, do not contain precise detail about the components of learning that leaders want pupils to learn, from the early years to Year 6. This means that pupils are not always learning the content that they need to

know so that they can learn more and remember more. Leaders must ensure that plans for all subjects show precise detail about what pupils need to learn.

- Some staff lack the expertise that they need to ensure that they teach phonics well. This means that sometimes they do not model the correct sounds or use the correct phonics vocabulary when working with pupils. Occasionally, pupils repeat the mistakes that adults make. Leaders must ensure that all staff have the training they need so that they model sounds correctly and always use correct phonics terms.

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 information from Ofsted Parent View 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	119239
Local authority	Lancashire
Inspection number	10199574
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair of governing body	Charlie Stewart
Headteacher	Naomi Parkinson
Website	www.ingol.lancsngfl.ac.uk
Dates of previous inspection	2 and 3 December 2015, under section 5 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the previous inspection.
- The school uses one registered alternative provider.
- The school runs a breakfast club and an after-school club.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.
- The inspectors met with the headteacher, deputy headteacher, curriculum and subject leaders. An inspector also spoke on the telephone with a representative from the local authority and with the school's external improvement adviser.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors met with subject leaders,

looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors looked at documentation and spoke with leaders, staff and pupils in order to evaluate the effectiveness of safeguarding.

Inspection team

Mavis Smith, lead inspector

Her Majesty's Inspector

Timothy Gartside

Ofsted Inspector

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