

Inspection of Inglewood Junior School

Arnside Road, Harraby, Carlisle, Cumbria CA1 3QA

Inspection dates: 20 and 21 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils enjoy coming to school each day. They are friendly and kind to each other. Pupils try hard in lessons. They know that leaders have high expectations of them.

Pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), achieve well during their time at Inglewood Junior School. They leave Year 6 well prepared for the next stage of their educational journey.

Pupils are positive about the behaviour of others. They enjoy strong and caring relationships with staff. Around school, pupils behave well. They explained that sometimes pupils display poor behaviour. However, they explained that these incidents, along with bullying, are rare. Pupils appreciate that staff are fair. They know that adults will sort out any poor behaviour or bullying quickly. This helps pupils to feel happy and safe in school.

Pupils learn how to stay fit and healthy. Exercise is a big part of their school day. Each day they complete multiple laps of the school circuit to further develop their fitness and stamina.

Many pupils enjoy taking part in the wide range of extra-curricular sports-based clubs. They engage in a wide range of popular and challenging sports that range from football to boxing.

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

Leaders have designed an ambitious curriculum. They have considered the important knowledge that they want pupils to learn and the skills that they want pupils to develop. Teachers, support staff and those who lead subjects engage in regular and appropriate training. This helps them to develop their subject and curriculum expertise.

Governors are very supportive of school leaders. They know the school well and have a secure understanding of how effectively the curriculum is delivered. They have strengthened their knowledge of subjects beyond English and mathematics. They actively challenge leaders about the quality of education that pupils receive. Governors ensure that disadvantaged pupils and those pupils with SEND access the same curriculums as their classmates.

School leaders have effective processes in place to identify any additional needs that pupils with SEND may have. They ensure that this group of pupils receive effective support to enable them to achieve well.

In many subjects, teachers organise new learning so that it builds on what pupils already know. In these subjects, pupils develop their learning well. They make connections with what they have learned previously. However, in a small number of subjects, teachers do not use assessment strategies as well. Occasionally, this prevents teachers from identifying earlier learning that pupils have forgotten. This means that pupils struggle to make links with new learning and, from time to time, this hinders their progress.

Leaders have ensured that staff receive appropriate training to deliver the reading and phonics curriculum effectively. They have worked in close partnership with the local infant school. Staff who deliver phonics lessons therefore build on the phonics knowledge that pupils have learned prior to Year 3. Teachers ensure that the books that pupils read match the phonics that they have learned in class. Any pupils who fall behind in their reading get effective support so that they can catch up swiftly. By the end of Year 6, almost all pupils can read fluently and accurately.

Around school and in lessons, pupils behave well. Pupils listen carefully to instructions from staff and respect the views of others. Few lessons are interrupted due to poor behaviour.

The wider curriculum provides pupils with rich experiences. Pupils develop their citizenship skills by engaging in a range of local initiatives. For example, pupils have collected litter in the local area and raised funds for both local and national charities. Pupils learn about other faiths and cultures. Many pupils take on a range of additional responsibilities. These include becoming a classroom helper, a reading advocate, or a buddy for younger pupils.

Staff feel that they are supported well by leaders. For example, they appreciate the steps that leaders have taken to reduce their workload around marking and assessment.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their safeguarding responsibilities seriously. They ensure that all concerns are followed up in sufficient depth. All staff receive appropriate safeguarding training. This allows them to remain alert and vigilant in their duties to keep pupils safe.

Leaders know pupils and their families well. Members of the safeguarding team work closely with several specialist agencies. Leaders provide relevant and timely support for vulnerable pupils and their families when most needed.

Pupils are taught how to keep themselves safe through the curriculum. For example, they learn about some of the potential dangers associated with playing online computer games and using social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the checks that teachers make on pupils' learning are not as effective in checking how well pupils know and remember the intended curriculum. This occasionally hampers teachers from identifying gaps in some pupils' knowledge. As a result, sometimes pupils do not make connections with what they already know. Leaders should make sure that teachers use assessment systems

effectively to check on pupils' knowledge and understanding, so that they can plan appropriate next stages in pupils' learning.

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	112216
Local authority	Cumbria
Inspection number	10210925
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	282
Appropriate authority	The governing body
Chair of governing body	Martin Hughes
Headteacher	David Grimshaw
Website	www.inglewood-jun.co.uk
Date of previous inspection	17 and 18 May 2016, under section 5 of the Education Act 2005

Information about this school

- Four new governors, including a new chair of the governing body, have been appointed since the previous inspection.
- The school makes use of one alternative provider.

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 had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher and the deputy headteacher. Inspectors also met with other senior members of staff throughout the inspection.
- The lead inspector met with four members of the governing body and a representative of the local authority.
- Inspectors spoke with parents and carers to gather their views of the school.

- Inspectors scrutinised a range of safeguarding documentation. They spoke with a wide range of staff to check how well they understood their safeguarding duties. Inspectors also spoke with a range of staff to gather their views about their well-being and their workload.
- Inspectors spoke with pupils about behaviour and safeguarding. They observed pupils' behaviour in lessons, and while pupils moved around the school and at playtimes.
- Inspectors carried out deep dives in reading, mathematics, art and design, and physical education. They met with subject leaders, visited lessons and spoke with teachers. Inspectors also spoke with pupils about their work. As part of their inspection activities, inspectors also considered other curriculums. Inspectors observed pupils reading to familiar adults.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's staff and pupil surveys.

Inspection team

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