

Inspection of a good school: Ingrow Primary School

Broomhill Avenue, Keighley, West Yorkshire BD21 1BW

Inspection dates: 19 and 20 July 2022

Outcome

Ingrow Primary School continues to be a good school.

What is it like to attend this school?

Pupils flourish at Ingrow Primary School. Pupils say that they are happy. They enjoy the wide range of activities on offer at breaktimes and lunchtimes. One parent, who represented the views of the majority, said, 'I know when I drop my child off at school he is cared for and well looked after.' Teachers have high expectations of what pupils can achieve. Pupils rise to meet these expectations.

Parents have confidence in leaders. They feel that leaders listen to their concerns and respond quickly. Parents feel that staff 'go the extra mile' to support them.

Pupils say that bullying rarely happens. They know that there is a 'no tolerance to bullying' system in place. As a result, they feel safe. Pupils are confident to talk to adults if they have an issue or concern. They report their worries through the 'buddy box' or by writing a note to the headteacher. Pupils say that adults always support them.

Pupils know the behaviour policy and respond to it well. They follow the school values: 'Be safe, be kind, be respectful, be inquisitive.' Pupils enjoy the rewards they get for focusing in class. They engage with their learning and are on task. As a result, classrooms are calm and purposeful places where pupils can learn.

Pupils have many opportunities to be leaders. For example, they can be a member of the school council, a digital leader, playground buddy or fire marshal. They take their roles seriously.

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

Leaders are ambitious for all pupils. They have developed an engaging curriculum that builds carefully on what pupils already know. As a result, pupils learn and remember what they have been taught. In most subjects, staff have good subject knowledge. This helps them to teach the curriculum effectively. For example, in the early years and key stage 1, staff use and model subject-specific vocabulary to pupils. This helps pupils to use this

language for themselves. In art, for example, pupils can explain the 'horizon' and how to make different tones of blue to use in their paintings. They are proud to show off their work. However, there is variation in teachers' knowledge. In key stage 2, teachers' subject knowledge is not strong enough. While pupils enjoy art, they struggle to use the correct vocabulary and explain what they have previously learned.

Leaders are aware that many pupils have missed out on a range of experiences due to the COVID-19 pandemic. In response, leaders have enriched the curriculum to provide pupils with range of opportunities. For example, in the early years, children visit the cenotaph and the local church. These experiences help develop children's self-confidence.

Leaders have made reading a high priority. In the early years, leaders provide free books for children. This fosters children's love of reading at an early age. Leaders invite parents to a 'book and biscuit' session. This helps parents to learn about different activities they can do at home with their children. Older pupils receive raffle tickets for books that they have read. Pupils with the winning ticket receive a book from the 'reading vending machine'. Leaders choose these books carefully to reflect the diverse cultures in the community and to promote equalities.

Pupils enjoy their phonics lessons. Staff teach phonics well. Leaders make regular checks on the quality of phonics teaching. They provide immediate support where it is needed. Teachers assess the sounds that pupils know. Pupils who struggle to read get extra help. However, staff do not always provide pupils who are still learning to read with books that match the sounds that they know. Some staff who listen to pupils read do not support them well enough so that they catch up quickly. As a result, some pupils cannot read with confidence or accuracy.

Pupils with special educational needs and/or disabilities (SEND) thrive at Ingrow. They learn the same ambitious curriculum as their peers. Pupils with SEND succeed because leaders accurately identify their needs and plan bespoke support. This support, alongside well-thought-out resources, helps them to access the curriculum well. Pupils with social, emotional and mental health needs receive support to identify and manage their emotions. They achieve well both academically and socially.

Leaders have carefully planned and sequenced their personal, social and health education (PSHE) curriculum. They have considered what pupils already know, the community in which they live and the risks that pupils may face. The PSHE curriculum includes lots of opportunities for pupils to learn about how to stay safe.

Pupils know about fundamental British values. Older pupils learn about early democracy through their history lessons. They know about other faiths such as Islam, Judaism, Christianity and Sikhism.

Staff are proud to work at the school. They feel that leaders and governors support their workload. They say that there is a big emphasis on staff well-being, including drop-in times with the mental health champion.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, governors and staff are aware of the local issues in the community that can affect the safety of their pupils. They regularly review their practice and procedures, considering local intelligence and updates from national policy. Leaders use this information to inform the training that staff will receive.

Staff receive regular safeguarding training. They accurately record and report any incidents that occur. Leaders monitor any reported incidents regularly and act appropriately.

Pupils learn about road safety. They know how to report any incidents of online bullying and what to do if they feel uncomfortable.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all staff have had the training they need to support pupils who are in the early stages of learning to read. As a result, some pupils do not read with fluency. Leaders should ensure that all staff receive training on how to listen to pupils read effectively so that they can help pupils develop accuracy and fluency.
- Some staff give pupils books to read that do not match the sounds that they know. This means those pupils who struggle to read are not able to use their phonic knowledge to decode words accurately. Leaders need to ensure that the books pupils read are matched to the sounds that they are learning so that they will have the confidence to decode unknown words accurately.
- Teachers' subject knowledge is stronger in some year groups than it is in others. Some teachers do not ensure that they use the technical vocabulary that pupils need to know. As a result, some pupils do not use subject-specific vocabulary well. They cannot explain concepts in their subjects with the precision required. Leaders need to provide training so that teachers' subject knowledge and use of vocabulary are consistent in all year groups.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in November 2012.

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	107262
Local authority	Bradford
Inspection number	10227137
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	The governing body
Chair of governing body	Kate Holmes
Headteacher	Annette Campbell
Website	http://www.ingrow.bradford.sch.uk
Date of previous inspection	29 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Footprints Federation with Long Lee Primary School.
- The school does not use alternative provision.
- The school runs a breakfast club.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, senior leaders and governors. The inspector also held telephone conversations with representatives of the local authority.
- The inspector conducted deep dives in reading, mathematics and art. As part of the deep dives, the inspector visited lessons, listened to pupils read, reviewed curriculum plans and spoke with curriculum leaders, pupils and teachers.

- The inspector observed pupils' behaviour around school, in lessons and at lunchtime. The inspector spoke with pupils and staff about behaviour in school.
- The inspector considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. The inspector looked at records relating to safeguarding, including pre-employment checks.
- The inspector considered the responses to the staff survey and met with a group of staff.
- The inspector considered parents' responses to the Ofsted online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. The inspector also spoke to parents at the end of the school day.

Inspection team

Jenny Thomas, lead inspector

Her Majesty's Inspector

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