

Inspection of Ings Farm Primary School

Stirling Road, Redcar, North Yorkshire TS10 2JZ

Inspection dates: 30 and 31 January 2024

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	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Tim Bethell. This school is part of Galileo Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jane Spence, and overseen by a board of trustees, chaired by Graeme McGregor.

Ofsted has not previously inspected Ings Farm Primary school as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

Ings Farm Primary school is a happy and thriving community. Pupils enjoy coming to school. They show great interest in their learning. Pupils benefit from a range of rich experiences, inside and beyond the classroom. The school provides parents with many opportunities to share in the achievements of their children. During the inspection, very many parents came into school to enjoy a vibrant mathematics event alongside their children.

The school has high expectations of pupils. Pupils strive to meet these standards. The curriculum prepares pupils effectively for the next steps in their education. Children in the early years are particularly well prepared for Year 1. Pupils in Year 6 have the right knowledge and skills to make the transition to secondary school.

The school motto of 'our personal best' is understood throughout the school. It is used to encourage achievement and good conduct. Pupils behave well at school. They are respectful towards one another. They understand how to be kind and considerate. If there are any disagreements, pupils trust adults to quickly put things right. The curriculum for personal development is effective in teaching pupils to keep themselves safe and healthy.

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

Pupils learn a wide range of subjects that connect to create a coherent, logically sequenced curriculum. The curriculum prompts pupils to transfer what they learn from one subject to another. For example, topics on circuits and the water cycle in science connect with work in design and technology and geography. The history curriculum takes advantage of the rich local history of Captain James Cook. Pupils with special educational needs and/or disabilities (SEND) study the same curriculum alongside their peers. They achieve equally well. However, in some curriculum subjects, the activities and the questioning of pupils do not provide teachers with enough information about what pupils know and understand. This means that the staff do not routinely identify misconceptions and gaps in pupils' learning.

The foundations of the effective curriculum begin in Nursery. Adults have a strong understanding of the individual starting points of children. They establish the initial foundations of communication and language to prepare pupils well for the later teaching of phonics. In the Nursery and Reception classes, children are highly engaged with the rich curriculum. Children with SEND make a particularly strong start in the Nursery.

The school promotes and teaches reading effectively. Pupils benefit from a consistent approach to the teaching of phonics and opportunities for repeated practice. There is rapid and effective support for any pupil that needs to catch up

with their reading. The school adapts the early reading programme particularly well for pupils with SEND. All pupils learn to read with fluency and confidence.

The school has ensured that pupils' personal development is given a high priority. The curriculum for personal development is well planned. Pupils throughout the school have an age-appropriate grasp of all aspects of safety. This ranges from risks and hazards such as open water and railways, to an age-appropriate understanding of online safety. The school has a particularly proactive and effective approach to the teaching of mental health and well-being. Pupils have a firm understanding of the range of faiths and cultures that exist in modern Britain.

Pupils engage in a wide range of clubs and activities. Leaders plan sporting fixtures well to fit with the clubs on offer, so that pupils have a chance to put their skills to the test. The school is a vibrant community hub, this helps to provide a range of further enrichment opportunities for pupils. Most parents are engaged and supportive of the school. Comments in Ofsted's online survey of parents, during the inspection, typically referred to the strength of the pastoral care in the school.

Members of the trust board liaise effectively with members of the local governing board. Each understands their role in supporting and challenging the school. The school uses a developing network of support, provided by the trust, for leaders at all levels to share ideas. Staff appreciate these opportunities for their professional development. Staff are complimentary about working at the school; they feel valued. Leaders consider the workload and well-being of staff carefully.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is an inconsistent approach to assessment in some curriculum subjects. Teachers do not routinely and systematically check what pupils know and understand. This means that some pupils do not receive prompt feedback to check and correct any misconceptions. The school should continue to work on implementing formative assessment strategies to provide pupils with clear and timely feedback.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145664
Local authority	Redcar and Cleveland
Inspection number	10290337
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	471
Appropriate authority	Board of trustees
Chair of trust	Graeme McGregor
Headteacher	Tim Bethell
Website	www.ingsfarmprimaryschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is a larger than average primary school.
- The school uses no alternative provision.
- The school offers wraparound provision, with a breakfast club and after-school club.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, senior leaders, middle leaders and a range of teachers and other staff. The lead inspector met with members of the governing body, trustees and the chief executive of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors studied a variety of documents. These included the school's development plan, minutes of governing body meetings, attendance information and safeguarding records.
- The lead inspector considered the responses to Ofsted's online survey for staff.
- Inspectors considered the views of parents through Ofsted's online survey, Ofsted Parent View, and by meeting with parents at the end of the school day.

Inspection team

Carl Sugden, lead inspector	Ofsted Inspector
Moira Banks	Ofsted Inspector
David Roundtree	Ofsted Inspector

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