



Office for Standards  
in Education

# Inglebrook School

## CONTENTS

---

### [Introduction and summary](#)

[Purpose and scope of the inspection](#)

[Information about the school](#)

[The school does not select its pupils by ability.](#)

[Summary of main findings](#)

[What the school does well](#)

[What the school must do in order to comply with the regulations](#)

### [Compliance with the regulations for registration](#)

[1. The quality of education provided by the school](#)

[The quality of the curriculum](#)

[The quality of the teaching and assessment](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

[2. The spiritual, moral, social and cultural development of pupils](#)

[Does the school meet the requirements for registration?](#)

[3. The welfare, health and safety of the pupils](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

[4. The suitability of the proprietor and staff](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

[5. The suitability of the premises and accommodation](#)

[Does the school meet the requirements for registration?](#)

[6. The quality of information for parents and other partners](#)

[Does the school meet the requirements for registration?](#)

[What does the school need to do to comply with the regulations?](#)

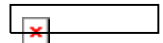
[7. The effectiveness of the school's procedures for handling complaints](#)

[Does the school meet the requirements for registration?](#)

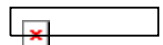
[What does the school need to do to comply with the regulations?](#)

[School details](#)

**Introduction and summary**

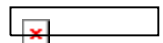


**Purpose and scope of the inspection**



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

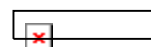
**Information about the school**



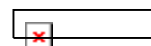
Inglebrook School is an independent day school and nursery for boys and girls between the ages of two and eleven years. It is situated in purpose-built accommodation in the town of Pontefract, West Yorkshire. At the time of the inspection, there were 155 pupils on roll. Five per cent of the pupils have been identified as having special educational needs (SEN).

The aims of the school make reference to the pursuit of educational excellence while encouraging all pupils to fulfil their potential in a happy, caring Christian environment.

### **The school does not select its pupils by ability.**

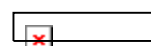


### **Summary of main findings**



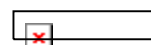
Inglebrook School has a number of strengths. The quality of teaching is good overall. The curriculum is satisfactory. Emphasis is placed on the teaching of English and mathematics. The behaviour of pupils is excellent. The provision for moral and social development is good. Relationships between staff and pupils are good. There is a strong sense of community in which pupils feel happy and secure.

### **What the school does well**



- the quality of teaching is good overall;
- it provides a good range of enrichment activities to enhance the curriculum;
- pupils' moral and social development is good;
- pupils' behaviour is excellent both in and out of the classroom;
- it provides a happy and secure environment which fosters a sense of community; and
- it successfully prepares pupils for entry to local independent schools.

### **What the school must do in order to comply with the regulations**



- ensure that there is a framework in place to assess pupils' work regularly and thoroughly, and that information from such assessment is utilised to plan teaching so that pupils can make better progress;
- prepare written policies on the prevention of bullying, health and safety on educational visits and keep written records of sanctions imposed on pupils;
- attend to the recommendations of the most recent report from the Fire Authority;
- ensure that all staff are checked with the Criminal Records Bureau to confirm their suitability to work with children;
- prior to the appointment of any staff, carry out checks to confirm their identity, medical fitness, previous employment history, character references and, where appropriate, qualifications and professional references;
- improve the information provided to parents and parents of prospective pupils as set out in section 6 of this report; and
- produce a written complaints procedure as detailed in section 7 of this report.

## Compliance with the regulations for registration

### 1. The quality of education provided by the school

#### The quality of the curriculum

The quality of the curriculum is satisfactory. It is generally broad and balanced with an appropriate allocation of time for the different subject areas. Emphasis is given to English and mathematics with other subjects taught largely through topic work. Science is taught as a discrete subject in Years 3 to 6 and French is introduced in Year 4. Religious education (RE) is taught through a planned programme of assemblies. Music is given a high priority and pupils are taught the recorder from Year 3 onwards. Singing is a regular and pleasant feature of the school.

History and geography are taught as an integrated course and experience in design and technology is provided by various topics. Provision for information and communication technology is unsatisfactory. Pupils are not given sufficient opportunities to acquire and apply ICT skills.

The early years curriculum follows the national guidelines and staff provide appropriate activities that enable pupils to attain the early learning goals.

A brief whole-school curriculum statement reflects the stated aims and ethos of the school. It is based on the National Curriculum but is heavily reliant on commercial schemes. There are no whole-school curriculum plans or policies to guide teachers when planning their work. Teachers produce their own long, medium and short-term lesson plans. These plans are adequate. The school has produced a policy statement on SEN which has due regard to the national Code of Practice.

The school provides a good range of extension activities which enrich the curriculum. At the time of the inspection, Year 5 and 6 had just returned from the bi-annual excursion to France. Pupils spoke with great enthusiasm about the experience. Year 5 and 6 pupils also take part in a residential trip to London during which they are hosted by the local Member of Parliament at Westminster. A number of day trips are arranged to coincide with particular topics: thus trips to Eden Camp, the Egyptian Museum and Beamish Open Air Museum, make a significant contribution to the pupils' understanding of history. A range of after-school clubs and activities provide good opportunities for the pupils to develop additional interests. Parents expressed particular satisfaction with this aspect of the school.

#### The quality of the teaching and assessment

The quality of teaching is good overall. It is particularly good in Years 5 and 6. Of the 22 lessons observed during the inspection, the teaching was good in 12 lessons and satisfactory in the

remainder, with the exception of one lesson which was unsatisfactory.

The quality of teachers' planning is satisfactory. Each class teacher is responsible for planning the areas of study that pupils will cover in each subject during the term. There is no guidance regarding the format and content of lesson planning. Consequently lesson plans vary in format and quality. However, most teachers know what they want the pupils to learn. Appropriate tasks are set to support the development of a range of skills and enhance pupils' knowledge and understanding. Much of the teaching relies on structured commercial material which does not always meet the specific needs of pupils, particularly those who require individual tasks better suited to their ability.

Teachers demonstrate good subject knowledge. In good lessons they make the learning intentions clear to pupils, provide challenging activities, use questioning to good effect, give clear explanations and conduct the lesson at a brisk pace. They also have high expectations of pupils in terms of their achievement and behaviour. As a result, pupils listen attentively and respond positively to the teachers' questions. They remain on task throughout the lesson, are able to work independently and display excellent behaviour. The quality of the relationship between teachers and pupils is good and is based on mutual respect. In some lessons teachers are not clear about what they want the pupils to learn. As a result, the teaching is not sufficiently focussed and pupils make limited progress. Occasionally, some teachers do not manage their time effectively. Pupils are asked to complete low-level tasks and opportunities to take their learning forward are lost.

Pupils in Year 2 and above are tested twice a year in order to assess their performance in English, mathematics, science and French where applicable. Teachers also maintain ongoing records regarding pupils' ability to read and spell. They use the information to complete bi-annual reports to parents. The assessment of pupils' progress in the short term is underdeveloped. There is no consistent approach to the assessment of pupils during lessons. As a result, many teachers do not always adjust their planning to meet the learning needs of individual pupils.

Homework is set throughout the school. It is well managed and increases in quantity as pupils get older. By the time pupils are in Year 6, they are set homework every day. Pupils feel that the amount of homework is reasonable.

### ***Does the school meet the requirements for registration?***

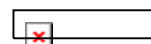
The school meets all but one of the requirements.

### ***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- ensure that there is a framework in place to assess pupils' work regularly and thoroughly, and that information from such assessment is utilised to plan teaching so that pupils can make better progress (paragraph 1(3)(g)).

## **2. The spiritual, moral, social and cultural development of pupils**



Provision for the spiritual development of the pupils is satisfactory. In the absence of RE in the school curriculum, provision is largely confined to weekly assemblies and occasionally topic work. In science lessons, pupils are introduced to the wonders of creation. Hymns are taught in music lessons and assemblies and are used to provide opportunities for reflection. In English lessons pupils encounter poetry, which also provides opportunities to reflect on themes beyond their own experience. The provision is not planned in a systematic way and pupils have little appreciation of

other faiths.

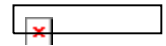
The pupils' moral and social education is good. The school projects a strong sense of community. Pupils acquire a code of values and appreciate the difference between right and wrong, and what is fair and unfair. The ethos of the school community is underpinned by a code of behaviour with appropriate rewards and sanctions. Pupils' behaviour in class and around the school is courteous, friendly and respectful. Teachers have high expectations of pupils' behaviour. Senior pupils willingly take responsibility for helping those younger than themselves, enabling them to feel safe and to grow in confidence. Residential trips to France and London contribute to the development of pupils' social skills.

Provision for the pupils' cultural development is satisfactory. However, pupils are less well informed about multicultural aspects of society and have little understanding of different cultural traditions.

***Does the school meet the requirements for registration?***

Yes.

**3. The welfare, health and safety of the pupils**



Inglebrook School provides a friendly, caring family environment in which the pupils feel safe and secure. They are appropriately supervised at all times and the staff actively encourage good behaviour.

The school has adopted the Department for Education and Skills (DfES) First Aid policy along with the health and safety policy of the local authority. The former was seen to be implemented effectively during the week of the inspection as staff dealt with minor incidents. The school should consider the potential hazards presented by furniture in the hall when pupils are engaged in physical education activities.

The school does not have written policies in place regarding the prevention of bullying, the conduct of external visits and the management of behaviour.

***Does the school meet the requirements for registration?***

No.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- prepare written policies on the prevention of bullying (paragraph 3(2)(a)); health and safety on educational visits (paragraph 3(2)(c)); behaviour (paragraph 3(2)(d)); and keep written records of sanctions imposed on pupils (paragraph 3(8)); and
- attend to the recommendations of the most recent report from the Fire Authority (paragraph 3(5)).

**4. The suitability of the proprietor and staff**



The teaching staff are appropriately deployed and many of them have been at the school for a long time. However, the school has not ensured that all employees have undergone appropriate checks with the Criminal Records Bureau (CRB) to confirm their suitability to work with children. There are no effective procedures to confirm the identity, medical fitness and suitability of potential employees prior to the confirmation of their appointment.

***Does the school meet the requirements for registration?***

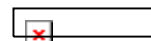
No

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- ensure that all staff are checked through the CRB (paragraph 4(b)); and
- prior to the confirmation of the appointment of staff, carry out appropriate checks to confirm their identity, medical fitness, previous employment history, character references and, where appropriate, qualifications and professional references (paragraph 4(c)).

## **5. The suitability of the premises and accommodation**



The school occupies purpose-built accommodation that enables pupils to learn effectively, safely and securely. There are a sufficient number of suitably sized classrooms to accommodate all of the pupils. A large hall is used for assemblies, physical education (PE) and school meals which are prepared in a purpose-built kitchen.

Outdoor play space is adequate and is divided into fenced off sections for pupils of different ages. Two of these areas are furnished with toys and climbing frames for the youngest pupils to use. Facilities for PE and games are limited to the school yard and hall. Children from Year 3 and above are taught swimming at a nearby public pool.

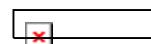
There are no dedicated changing rooms. As a result, mixed classes often have to change together in classrooms.

The school is clean, warm and reasonably well maintained. The décor is adequate but is in need of refurbishment in several parts of the school, notably the toilets. All classrooms have adequate display space which are used to good effect.

***Does the school meet the requirements for registration?***

Yes

## **6. The quality of information for parents and other partners**



The school makes available a range of information to parents of pupils and of prospective pupils. The prospectus contains a clear statement of the school's ethos and its aim 'to ensure that all pupils fulfil their potential by "Striving for Excellence"'. Reference is also made to the curriculum as well as to optional classes including those for dance, stage craft, art, construction and music, where pupils can learn to play an instrument. The prospectus does not include information about the number of staff employed at the school and a summary of their qualifications. Parents are encouraged to visit the school and are made to feel welcome. Relationships between parents and staff are good and information is often shared on an informal basis. Parents feel very comfortable about approaching the school with questions, suggestions or problems. Newsletters are sent home regularly and this keeps parents informed of forthcoming events.

Parents receive reports regarding pupils' academic and social progress twice a year. Pupils are awarded grades for effort and achievement in relation to all subjects of the curriculum but with particular emphasis on English, mathematics and science. Parents feel that they are kept well informed about their children's progress.

There is insufficient information provided to parents on the school's policy for admissions, discipline and exclusions, and on bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving. The school does not provide parents with details of how to register complaints.

***Does the school meet the requirements for registration?***

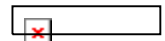
No.

***What does the school need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the school should provide to parents and parents of prospective pupils information regarding:

- the school's policy on and arrangements for admissions, discipline and exclusions (paragraph 6(2)(e));
- particulars of policies relating to bullying, child protection, health and safety, the promotion of good behaviour, and sanctions adopted in the event of pupils misbehaving paragraph 6(2)(h));
- details of the complaints procedure adopted by the school, together with details of the number of complaints registered under the formal procedure during the preceding school year (paragraph 6(2)(j)); and
- the number of staff employed at the school, including temporary staff, and a summary of their qualifications ( paragraph 6(2)(k)).

**7. The effectiveness of the school's procedures for handling complaints**



The majority of parents that responded to the pre-inspection questionnaire felt comfortable about approaching the school with a problem. The school does not receive many complaints. When concerns are expressed by parents they are dealt with promptly at an informal level. The school does not have a written complaints procedure.

***Does the school meet the requirements for registration?***

No.

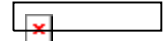


### **What does the school need to do to comply with the regulations?**

In order to comply with the Independent Schools Standards Regulations 2003 the school should:

- produce a written complaints procedure which fully meets the requirements of the regulations (paragraphs 7(a) - 7(k)).

### **School details**



---

Name of school:	Inglebrook School		
DfES ref number:	384/6112		
Type of school:	Primary and Nursery		
Status:	Independent		
Age range of pupils:	2 - 11 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 65,	Girls 73,	Total 138
Number on roll (part-time pupils):	Boys 7,	Girls 10,	Total 17
Annual fees (day pupils):	Pupils under 7 - £2,490		
	Pupils 7 - 11 years - £2,772		
Address of school:	Inglebrook School Northgate Close Pontefract WF8 1HJ		
E-mail address:	N/A		
Telephone number:	01977 700120		
Fax number:	N/A		
Headteacher:	Mrs J Bellamy		
Proprietor:	Mrs J Bellamy		
Lead Inspector:	Mr C Keeler HMI		
Dates of inspection:	10 - 13 May 2004		

---

