



Ingram Road Primary School

Inspection Report

Unique Reference Number 107952
Local Authority Leeds
Inspection number 287972
Inspection dates 25–26 September 2006
Reporting inspector Clive Petts

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Brown Lane East
School category	Community		Holbeck, Leeds
Age range of pupils	3–11		West Yorkshire LS11 9LA
Gender of pupils	Mixed	Telephone number	0113 2456136
Number on roll (school)	202	Fax number	0113 2468238
Appropriate authority	The governing body	Chair	Mrs Eileen Pattison
		Headteacher	Miss Sarah Millard
Date of previous school inspection	13 May 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average inner-city school, although numbers attending are rising. Just over half the pupils are White British. The remainder are from a diverse range of minority ethnic backgrounds, with a quarter whose first language is not English. These include an increasingly significant number of economic migrants, asylum seekers, Gypsy/Roma, travellers of Irish heritage and refugees. Although a lower than average number of pupils have learning difficulties and/or disabilities, the number with statements of special educational need is above average. The proportion of pupils entitled to free school meals is significantly above average. Pupils start Nursery with exceptionally low skills, especially in speech and language. The number of pupils joining or leaving the school other than at the usual time is higher than average. The school has received the Stephen Lawrence Award for its work in supporting pupils and parents. Four new teachers, including two senior managers, joined the school in September 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory and rapidly improving school. Although standards by the end of Year 6 are below average, pupils make satisfactory progress overall from their low starting points on entry to the Nursery. Progress is better for those pupils who enter Foundation Stage, remain until Year 6 and attend well.

In the Foundation Stage, children make good progress in their personal and social development and satisfactory progress overall. In Years 2 and 6, progress is more rapid than in other year groups as a result of good teaching. In Year 6 particularly, teaching is imaginative, captures pupils' interest and challenges their understanding. Although achievement for all groups is satisfactory, staff are not always clear when planning their lessons whether some pupils' needs are due to their lack of spoken English or because they have learning difficulties. Consequently, the support for pupils learning English as an additional language is not managed as effectively as it might be during lessons.

The school provides a very welcoming and supportive environment. Pupils and parents recognise they are given considerable help and support. Pupils feel safe in all aspects of school life. In lessons, they show much enthusiasm for learning and respond with determination to do better when given praise and encouragement. The school works hard to overcome whatever difficulties pupils may encounter and works effectively with outside agencies to try and provide the right support for pupils of all ages and backgrounds. The quality of work in this area is recognised in the Stephen Lawrence Award.

Pupils' personal development is satisfactory and there are some very good elements in their cultural development, celebrating and valuing cultural diversity. Behaviour is satisfactory. Some pupils find it hard to behave well, but with good support from the learning mentor they develop appropriate strategies to cope and behave better as a result. Pupils respond admirably to the responsibility given to them through the work of the school council. An effective programme of teaching and learning helps pupils adopt healthy lifestyles. Play equipment requested by the pupils is used well in the playground and all pupils receive regular swimming lessons during their time in school. A free breakfast club not only helps pupils adopt healthy eating habits but promotes attendance and punctuality.

Pupils' well-being is given a high priority. Well organised child protection procedures are in place. All pupils' work is regularly marked but pupils often do not know exactly what they have to do next to improve further, nor do they have targets to work towards. Much information is collected to monitor and track pupils' achievement. However, as yet, it is not used with sufficient rigour to set clear targets for pupils to help them improve their work.

Leadership and management are satisfactory. The headteacher is committed to raising standards and providing quality care. The intensive monitoring and evaluation programme undertaken by the local authority is helping the leadership team to have a sharper focus on raising achievement. This very recently established team is beginning

to gain an understanding of the school. Evaluation of school performance by the headteacher is accurate, but robust monitoring and evaluation is not well enough embedded in all aspects of school practice. As yet, data are not analysed rigorously to drive up standards. The governing body fulfils its responsibilities well. The school gives satisfactory value for money and its capacity to improve further is satisfactory.

What the school should do to improve further

- Set clear targets for pupils so that they know what it is they need to do to improve further.
- Manage the classroom support for pupils learning English as an additional language so they achieve as well as they can.
- Strengthen the way the school evaluates its work to produce greater rigour in setting targets for whole-school improvement in order to raise standards.

Achievement and standards

Grade: 3

In the Foundation Stage, pupils make satisfactory progress in the improvement of basic skills. In Years 1 to 6, pupils generally build satisfactorily on their previous skills and overall achievement is satisfactory. Achievement in science is good and a particular strength, with pupils attaining very close to average in national tests as a result of effective teaching successfully capturing pupils' interest. Although standards in English and mathematics remain below average, there are clear signs of improvement and pupils' achievement is satisfactory in these subjects. Teaching is particularly strong in Years 2 and 6 and this has a positive impact on progress in these years.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Their spiritual, moral, social and cultural development is good. The school provides a welcoming and supportive environment for pupils and parents. It works hard to ensure that all are included. The school ethos recognises, 'I notice that we are all the same and I notice that we are all different: but to be both is OK'. Pupils try hard to live up to this ideal and show consideration and care for each other. Their behaviour is satisfactory overall and they enjoy coming to school. Pupils try hard in lessons and they respond especially well when they are given good praise and encouragement. School council members demonstrate a good sense of responsibility as they represent the views of other pupils. The school works hard to promote healthy lifestyles, promoting healthy eating and exercise. Pupils know that all staff care for them and, consequently, they try hard to do their best. Some pupils do not attend regularly enough and some find it hard to be on time. The school fully recognises this and is working hard to ensure all pupils adopt good attendance habits.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory, with some examples of good practice. Good features in teaching are seen in the good organisation and planning of lessons. Teachers use questioning well and when pupils have an opportunity to talk to each other to clarify their ideas they make better gains in their learning. Teaching assistants make an effective contribution to pupils' learning in lessons, but are not always well directed to help successfully those pupils with language needs. A significant strength is the quality of relationships in all classes and the good quality of the praise given to the pupils. The help and support for those pupils who find their learning hard is satisfactory. On occasions, pupils are insufficiently challenged by the tasks set for them and the pace of the lesson and their learning slows.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory; it meets the needs of the pupils and engages them in their learning. It promotes personal development satisfactorily. There is a specific emphasis on the core subjects of English, mathematics and science, and appropriate provision is made for those pupils who join the school partway through the year. The pupils enjoy the good range of extra-curricular clubs and sporting activities. All these activities make a valuable contribution to the pupils' social development. Some are particularly targeted for vulnerable pupils, giving them good help and encouragement. Swimming is particularly valued by the pupils. Planning is clear and gives appropriate support for learning. Subject coordinators have analysed the pupils' work and have focused on raising achievement in writing through raising the profile of speaking and listening skills, and drama in the school. Pupils are given help to boost their problem solving skills in mathematics and science.

Care, guidance and support

Grade: 2

The care, guidance and support the pupils receive are good overall. The school cares very well for a very diverse range of pupils, many from minority ethnic backgrounds. All procedures to protect children are in place. The way the school links with the community and is seen as being at its heart is a great strength. The school gives very valuable support for families and facilitates a wide range of courses for parents and members of the local community. A family link worker gives good support to parents, especially those with little spoken English. The school is working very hard with parents to improve attendance. The learning mentor is having a significant impact on this aspect of its work. The Stephen Lawrence Award for racial harmony is evidence of the strong impact of the school's work in promoting racial harmony and hence caring for and supporting its pupils. The academic guidance available for the pupils is less well

developed. They are given good help and support in lessons and the marking of their work is thorough, but does not always provide sufficient guidance for improvement. Consequently, they are not always clear about exactly what it is they need to do to improve their work.

Leadership and management

Grade: 3

The headteacher is committed to providing a high quality service for the pupils and the community. This forms the basis of the drive to raise standards. The governing body works effectively, both independently and in close collaboration with the headteacher and the local authority. The work of the chair and vice-chair of governors as critical friends of the school is an emerging strength. They are gaining an increasing understanding of the strengths and weaknesses of the school.

The headteacher's view of school performance is accurate because she has a clear view of its strengths and weaknesses. However, the way the school checks teaching and learning and the progress pupils make is not yet rigorous enough in all school practice to raise achievement further. Data analysis is insufficiently robust to enable the school to keep a careful check of the progress the pupils make so that they bring about the best possible progress. The way the school keeps track of how well the pupils are doing is improving, but is not yet used rigorously to identify and target areas of concern.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for the warm welcome to your school and for being so polite, friendly and helpful when you spoke to us. We enjoyed talking to you about your work, speaking with staff and joining you in assembly.

What we most liked about the school:

- the way you enjoy your lessons and work hard
- the way your headteacher and all the staff care for you and make you feel safe
- the hard work of your teachers and support staff to help you improve your work
- the extra clubs and activities provided for you by staff and community workers.

We have asked your teachers to improve some things to make your school into a good school and we are sure you will help:

- to give you more guidance as to how you can improve your work
- to check carefully the work of the school so that more improvements can be made
- to make sure that those pupils who arrive from other countries quickly learn to read, write and join in conversations.

We hope that you will continue to work hard and remember to listen carefully to all of the advice from staff and follow their directions carefully.

We wish you well in the future.