



# Ings Farm Primary School

## Inspection Report

**Unique Reference Number** 111610  
**Local Authority** Redcar and Cleveland  
**Inspection number** 289000  
**Inspection date** 16 January 2007  
**Reporting inspector** Barbara Hudson

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

<b>Type of school</b>	Primary	<b>School address</b>	Stirling Road
<b>School category</b>	Community		Redcar
<b>Age range of pupils</b>	3–11		TS10 2JZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01642 485369
<b>Number on roll (school)</b>	473	<b>Fax number</b>	01642 482242
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Michael Williams
		<b>Headteacher</b>	Mr Kevin Aherne
<b>Date of previous school inspection</b>	1 March 2001		

<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
3–11	16 January 2007	289000

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Ings Farm is a larger than average size school and over-subscribed. A small number of pupils, less than one in ten, claim free school meals. There are fewer pupils from minority ethnic backgrounds and fewer with learning difficulties and/or disabilities than in most schools. The school has achieved the Healthy Schools Award and Activemark. It is also part of a Sustaining Successful Schools Project.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. It focuses on children's academic and personal development and is successful in both. Children enjoy school and their work ethic is outstanding. They are taught how to lead healthy lifestyles. They behave very well and attendance is well above the national average. They work and play very well together, showing respect and tolerance for each other. Most parents are very supportive of the school. They recognise, rightly, the caring environment in which children are encouraged and supported to do their best.

Children in Nursery and Reception get off to a good start. Good teaching, care and learning activities ensure that they make good progress. Pupils throughout the rest of the school consistently reach standards that are above or well above the national average and they make good progress. Girls usually reach higher standards than boys. In 2006, test results for pupils in Year 6 were well above average, especially for the number of pupils reaching the higher Level 5. This was because the teachers received high quality training and successfully implemented a broader range of teaching styles and a very rigorous assessment procedure, especially in English.

Good teaching, together with an interesting, relevant curriculum, makes a significant contribution to the standards achieved by the pupils. Teachers set work that meets pupils' needs and catches their interest. The outstanding marking of pupils' work in English and the rigorous tracking of their progress ensures effective interventions are quickly put into place if a child begins to fall behind. Teaching assistants provide effective support for individuals and groups. All members of staff are very committed and provide good quality care and support for pupils.

Pupils with learning difficulties and/or disabilities are clearly included in all aspects of school life. They make good progress within the school's caring and supportive learning environment.

Leadership and management are good. Leaders and managers at all levels are focused upon raising standards and promoting the personal development and well-being of pupils. The school has an accurate picture of its own performance based on the outcomes of its genuine commitment to quality assurance and self-review. Strengths are celebrated and identified weaknesses are rigorously tackled so as to bring about further improvement. This is very evident in the significant increase in the 2006 Year 6 test results and the progress that these pupils made from when they were in Year 2. However, self-evaluation procedures do not make full use of all the information that the school gathers on its performance. Governors discharge their duties well. Resources are deployed efficiently and effectively to achieve good value for money. The school has an increasing roll and is using a higher than average budget surplus effectively to develop more teaching areas. The school has made good improvements since the last inspection and its capacity to improve further is good.

## **What the school should do to improve further**

- Make full use of all the information that is gathered to make school self-evaluation procedures more rigorous.

## **Achievement and standards**

### **Grade: 2**

This is a high attaining school where pupils achieve well. Most children start school with skills that are average although the full range of attainment is present. They make a good start in the Foundation Stage and by the end of the Reception class most slightly exceed the learning goals expected for children of their age. At the end of Year 2, standards are generally above average in reading, writing and mathematics.

In 2004 and 2005 the achievement of Year 6 pupils was satisfactory when compared with similar schools. The data for 2006 shows that results at the end of Year 6 were well above average and the number of pupils achieving the higher Level 5 was very high and exceeded the school's challenging targets. Achievement of these pupils was outstanding. Overall, all groups of pupils make good progress compared to their prior attainment. Girls, however, usually begin school with better skills than the boys and this pattern continues throughout the school, although the gap between the standards girls and boys achieve reduces as they get older. This is because teachers have developed a wider range of teaching styles and purchased more resources to motivate and maintain the interest of boys. The girls have also benefited from this development. Work in pupils' books and the records kept by the school confirm that pupil progress is carefully monitored and this significantly contributed to the improvement in the 2006 Year 6 test results.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Their spiritual, moral, social and cultural development is also good. They have very positive attitudes, work hard in lessons and their attendance is very good. Pupils enjoy school, are friendly, polite and well-behaved. They have a good understanding of how to keep safe and healthy. Pupils are proud to be involved in the development of their school and the members of the school council play an active role in gathering opinions and offering suggestions to the senior staff. Older pupils are keen to train to be playground monitors for the younger children. Pupils regularly raise money for charities and are delighted when their contributions are appreciated by the organisations. The standards achieved in the basic skills of literacy, numeracy and information and communication technology (ICT), and their well developed ability to work together, showing respect and tolerance, prepare pupils very well for the next stage of their education and for life after school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good with many strong features and this is why pupils reach high standards and make good progress. Relationships between teachers and children are excellent and are based on mutual respect. Pupils are keen to participate in and contribute to lessons. Lessons are well planned and teachers use a variety of teaching styles. The effective use of ICT and the activities pupils complete are usually very interesting and motivating so that pupils consolidate and extend their skills and understanding. Teachers have a very good knowledge of the next steps that pupils need to take to make good progress. They use this knowledge effectively when assessing pupils' work. Assessment of pupils' work is good. It is outstanding in English and this made a significant contribution to the pupils reaching very high standards in 2006.

Teaching assistants make an important and effective contribution to pupils' learning. They contribute to keeping groups of pupils on task and help to develop their thinking, speaking and listening skills.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a broad and relevant curriculum that meets the needs and interests of pupils. An excellent range of additional activities and clubs enriches the curriculum. Educational visits and visitors to the school broaden the pupils' experiences and provide good opportunities for them to develop their skills in reading, writing and ICT. All pupils have access to excellent outdoor facilities and staff use these very well to enliven the curriculum. Links with other local schools is good and the transition arrangements between the primary and secondary schools are exemplary. The school provides some opportunities for pupils to develop an understanding of cultures other than their own.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. Staff are highly committed and provide good care for pupils. Procedures for safeguarding pupils are in place. In this supportive environment, children achieve high standards, develop outstanding attitudes to work and learn to respect and tolerate others. Staff are actively involved in helping pupils to resolve problems. For example, a teaching assistant helped some boys to resolve a name calling incident very effectively so that they were able to work together and enjoy each other's company again. The progress of individual pupils is tracked rigorously and this ensures that effective interventions are quickly put into place if a child begins to fall behind.

## **Leadership and management**

### **Grade: 2**

The positive impact of leadership and management is seen in the progress pupils make in their academic and personal development. Senior members and governors have an accurate understanding of the school's strengths and the areas to be addressed through the school improvement plan. School self-evaluation procedures do not, however, make full use of all the information that is available to judge the school's effectiveness. Very effective team work enables new staff, particularly newly qualified teachers, to be nurtured and supported to become very effective teachers. The monitoring and evaluating systems, which involve all staff, have proved to be very effective in promoting the basic skills of literacy, numeracy and ICT. Governors have a good range of expertise and are strong supporters of the school. Parents are very supportive. Most feel well informed about what is being taught and the progress their own child is making.





## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
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	2

### The quality of provision

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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**

Ings Farm Primary School

Stirling Road

Redcar

TS10 2JZ

16 January 2007

Dear Children

Thank you for making me so welcome when I visited recently. I enjoyed being in your school and I learned a lot about it by talking to the school council and other pupils in lessons and at lunchtime. I thank you for being very polite and helpful and I understand why you are very proud of your school.

I am pleased to tell you that I agree with you – Ings Farm is a good school!

You enjoy your lessons. You work hard and reach high standards. You behave well and are friendly and kind to each other. You respect the adults who work with you. The adults look after you very well and always encourage you to do your best. Teachers put a lot of effort into making your lessons interesting and enjoyable. Most of you are enthusiastic and appreciate, having interesting outside play and work areas, clubs, visits and visitors as this makes your learning even more enjoyable. Many told me you enjoyed your homework because it was 'fun'.

The school council do a good job of gathering the views of other pupils. They tell me that the headteacher and deputy headteacher are keen to listen to your ideas and frequently act upon them to make the school an even better place. The staff and governors also have some good ideas and I have asked the staff to use all the information that they gather to make your school even better.

With very best wishes for your future.

Yours sincerely

Barbara Hudson

Lead Inspector