

# Ingrow Primary School

## Inspection report

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<b>Unique Reference Number</b>	107262
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	319264
<b>Inspection dates</b>	23–24 June 2008
<b>Reporting inspector</b>	Roger Gill

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	252
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Haley
<b>Headteacher</b>	Mrs D Gallagher
<b>Date of previous school inspection</b>	26 March 2007
<b>School address</b>	Broomhill Avenue Keighley West Yorkshire BD21 1BW
<b>Telephone number</b>	01535 603868
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<b>Age group</b>	3–11
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## Introduction

When Ingrow Primary School was inspected in March 2007, it was given a Notice to Improve and asked to address issues related to pupils' standards in every year group, teaching, assessment, subject leadership and attendance. It was subsequently visited in November 2007, when it was judged to be making satisfactory progress.

This inspection was carried out by three Additional Inspectors.

## Description of the school

This broadly average sized school is situated in an area of economic disadvantage. The vast majority of pupils are from White British backgrounds. A few are from minority ethnic heritages; very few are at an early stage of learning English. The proportion of pupils who have learning difficulties and/or disabilities is above average, including a relatively large group with behavioural and emotional disorders. Eligibility for free school meals is well above average. A high proportion of pupils join or leave the school during the year. A small group of pupils are looked after in public care. Since the last inspection, the school has had staffing difficulties associated with long-term illness, particularly in Year 6. Pupil numbers have fallen significantly recently, which has resulted in many staff losses. Children enter the Nursery with attainment well below that expected for their age, especially in their social and emotional development. The school has been involved in the Improving Schools Project (ISP) since September 2007. It possesses the Healthy Schools Award and an Activemark for its work in physical education.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

Ingrow is a satisfactory school. It now provides a sound education having tackled the major barriers that prevented progress in the past. Parents notice the changes that have taken place. Several show concern about the temporary teaching caused by long-term absence, but many more applaud the 'better teaching this year'. The headteacher, deputy headteacher, staff and governors have worked closely together with a common goal of raising standards. The determined approach shown by leadership and management, in the face of many barriers to progress, has aided the school's revival.

Children enter the Nursery with skills well below those expected for their age, especially in their social and emotional development. Standards have risen steadily in Years 1 to 6 since September 2007. As a result, pupils' achievement is satisfactory. In Year 6, pupils' standards are still well below the expected levels for their age owing to the legacy of underachievement. Despite this, standards in Year 6 are not as low as they were in 2007. These oldest pupils have made satisfactory progress in reading and writing this year. In mathematics they have achieved well. This is partly because the sound curriculum now concentrates more precisely on the basic academic skills needed by all pupils throughout their life. Nevertheless, standards by the end of Year 6 could be a lot higher. By contrast, current standards in Year 5 are much closer to the national expectation. Learning, for these pupils, has not been interrupted by changes in staff and they are being prepared well for work in Year 6.

Progress in learning is also linked to improvements in behaviour. For example, temporary exclusions were quite high when staffing was unsettled, particularly in Year 3. Since September, the rate of exclusion has fallen and behaviour has become satisfactory throughout the school. As a result, academic progress has improved, particularly for those pupils who joined the school part-way through their education and whose emotional development prevented them from settling in quickly.

Most pupils enjoy lessons and take part enthusiastically in aspects of the wider curriculum. For example, some older pupils who were rehearsing for a performance of *Wuthering Heights* displayed confidence and pleasure in working together creatively. Pupils grow vegetables and herbs in the new school garden, with the help of adults in school and some parents. This project has helped to increase pupils' sense of pride and also improved behaviour, particularly among the boys. Pupils have gained a sound understanding about keeping healthy by eating well at lunchtimes and taking part in a wide variety of sporting activities. Personal development is sound despite the low levels of attendance, which persist regardless of the school's strong efforts to improve them. Most pupils attend reasonably well and some pupils who missed a lot of lessons in the past are now attending very well. However, a small group of pupils has a poor record of attendance, which has a detrimental effect on their education. The school does not have enough immediate contact with the parents of these pupils.

Subject leaders have a much clearer idea than in the past of the kind of teaching needed in order to raise standards. This understanding is reinforced by the regular evaluation of teaching and pupils' learning that takes place. Instead of just the headteacher and deputy headteacher being aware of these strategic matters, there are now more people capable of influencing results. Teaching is, as a consequence, planned purposefully to suit pupils' various needs.

Lessons have a precise direction; pupils know what their targets are and marking gives a clear idea of whether their goal has been reached. Some good learning takes place but teaching is not yet good throughout the school. It is satisfactory because initiatives implemented to improve its quality are new, and too many lessons, despite being planned thoroughly, fail to inspire all groups of pupils. Pupils with learning difficulties and/or disabilities are often more industrious because they are supported closely by an assistant. By contrast, the pace of learning for average and higher attaining pupils can slow down at various stages of the lesson when expectations for their performance are not ambitious enough.

School leaders possess a reasonably accurate understanding of the school's strengths and weaknesses. Their judgements of the Foundation Stage and of the procedures for care, guidance and support are more generous than the judgements made by the inspectors. Nevertheless, the satisfactory capacity to improve seen in March 2007 is still evident. The improvements made to standards and achievement, in a relatively short time, demonstrate a sound potential to continue in this fashion. Thus the school now provides satisfactory value for money.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

Children get off to a solid start in the Nursery, making good progress in all areas of learning. This is because there are plenty of opportunities for them to experience a variety of learning opportunities both in and outside the classroom. They continue to make good progress in Reception in some aspects, such as their personal development. However, their progress in writing and mathematical development is satisfactory rather than good. This is because the outside area is not used well enough for these children to reinforce and extend their learning in these key skills through regular and purposeful play. Children's skills when they leave Reception are below nationally expected levels, with some key aspects, such as writing and mathematical calculation, still well below those levels. That is why achievement is satisfactory rather than good as the school suggests. Leadership and management of the Foundation Stage are satisfactory. Staff are suitably deployed to teach and assess children's progress. Some very good links have been established with parents. Lively assemblies and open mornings give parents and carers good opportunities to be involved in their children's learning.

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

- Ensure that standards in English, mathematics and science by the end of Year 6 represent at least good achievement for pupils.
- Improve teaching for all groups of pupils, to at least good levels, especially in relation to the pace of learning and teachers' expectations of pupils.
- Work more closely with some parents to raise levels of attendance overall.
- Improve provision for outside learning in Reception.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards at the end of Year 6 have improved a little from the exceptionally low levels in 2007. The satisfactory progress made by pupils this year reflects the school's efforts to strengthen

teaching. Sound provision for pupils with learning difficulties and/or disabilities throughout the school promotes similar progress to that made by other pupils. Boys are catching up because activities are more interesting. More practical work in science and personal targets increase their rate of progress. Achievement is satisfactory considering the very low levels of attainment with which children enter school and the high number of pupils that change school mid-year. However, average and higher attaining pupils progress at different rates in different classes depending on the expectations teachers have for them. In Year 2, overall progress is satisfactory but it is good in reading because the new programme of teaching letters and their sounds is beginning to have a beneficial effect.

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

### **Grade: 3**

Pupils enjoy school more than in the past, now that behaviour has improved. A few still find it hard to control themselves. Nevertheless, this is handled appropriately and so behaviour is generally satisfactory. Spiritual, social, moral and cultural development is satisfactory. Personal development is enhanced by the links made with other schools in the vicinity. Pupils feel safe and appreciate the emphasis on health and keeping fit. In this respect, the school's climbing wall is popular and pupils appreciate the energetic lunchtime clubs that learning mentors provide. Pupils feel proud to help out in school by working on the school council, the eco committee and in the school's garden. Eco warriors are keenly involved in saving energy around the school. In these activities they learn valuable skills of participation and self-discipline. The acquisition of academic skills for future life is satisfactory, but could be developed at a better pace. Furthermore, attendance is still not high enough.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Typical of parents' positive opinions is that, 'Teachers realise that different approaches are needed for different pupils.' This principle underpins recent improvements. Teaching benefits from knowing more precisely what levels pupils have achieved. Plans for lessons are sound because they contain the right blend of purpose and activity. It is the aspiration and skills with which these elements are delivered that divide good from satisfactory lessons. Moreover, pupils receive targets and advice from marking but to varying levels of success. In the best lessons seen by inspectors, such as mathematics in Year 1, the activity, which engaged all pupils, was used skilfully to produce good learning at a fast pace. Pupils of all abilities progressed equally well. By contrast, satisfactory teaching steers a more leisurely course towards the objectives, which leaves some pupils coasting for a while. Teaching and learning are satisfactory because their effect on pupils' achievements is not universally good.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum promotes satisfactory achievement. Pupils who sometimes need individual plans, such as those with behavioural difficulties or pupils looked after in public care, are included well. Programmes for English and mathematics have been strengthened to make sure that basic skills are taught adequately. This includes the satisfactory use of information and communication technology. Moreover, the curriculum for science has been broadened to include more practical

work. Healthy eating is reinforced as often as possible. Pupils from the gardening club were pleased to report that they, 'grew radishes and all had a taste'. This was a success for personal development, particularly for those pupils who had never tried radishes before. Sports opportunities such as dance club and links with a local rugby club enhance the curriculum. There are not enough links between subjects to make the curriculum good in terms of relevance and opportunities for creativity. However, the school has this in hand.

## **Care, guidance and support**

### **Grade: 3**

This is a satisfactory aspect of the school's provision because measures taken to improve academic guidance have not had time to become fully effective. This prevents care, guidance and support from being good overall. Differences in the success of academic guidance are linked to the general quality of teaching. Some marking, for example, is rigorous and pupils find it very helpful. Elsewhere, pupils receive advice which lacks enough detail to be of more than satisfactory assistance. The school cares well for pupils. Protection procedures and risk assessments are in place and working. Attendance has improved well because of rewards for pupils and the work with the welfare officer to monitor absence. However, a few parents do not get an immediate reminder as soon as their children are absent. A new parental liaison worker is in the process of developing relations with parents and involving them more usefully in their children's learning.

## **Leadership and management**

### **Grade: 3**

Leadership and management have shown that they are capable of raising standards and improving pupils' achievement. Achievement is satisfactory across the school whereas one year ago performance was inadequate. Since the last inspection, the subject leaders for English, mathematics and science have developed their skills of monitoring and evaluation. They now play a satisfactory role in determining strengths and weaknesses across the school. Governors have also raised their game. The new chair of governors has made sure that standards and achievement are top of the agenda. These issues are discussed and evaluated purposefully on a monthly basis. The school's beneficial involvement with the local authority in the Intensifying Support Programme means that the building blocks are all in place for better teaching and learning. They have, however, not been in place long enough for standards to be raised significantly by the end of Year 6.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
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	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
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?	3

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for being helpful when my colleagues and I inspected your school. We enjoyed talking to many of you at lunchtime, in lessons, around the school and when some of you talked about your work. Many of you are proud of what you do in school and we think you should be. A diet of being an eco warrior, dancing Bollywood style, mixing with the famous local rugby stars, and hunting for bugs and spiders in the Foundation Stage is a recipe for enjoyment in any school.

Yours is a satisfactory school, and one that is improving steadily. Last year, you were a long way off the correct level of learning in all classes. Things have improved since September because teachers are more certain about what you need to know and you are getting better advice from them about how to make improvements for yourself. There is still some way to go before results are as high as they could be in Year 6, but you are now all on the right road.

Your headteacher, staff and governors have worked hard to create a settled school in which you can learn happily. We saw this for ourselves in classrooms and outside, for example in the garden. Many of your parents who wrote to us praised the school for the improvements that have been made this year. Our findings agree with their generally positive views.

I know everyone wants to do even better and have suggested four things that I know will help. Your headteacher and governors need to make sure that the levels you achieve in English, mathematics and science at the end of Year 6 represent at least good achievement for each of you. All teaching needs to be as good as the best, so that work is at the right level for you and so that your learning moves forward quickly. The school should work even more closely with your parents to raise levels of attendance. Lastly, the outside space for children in Reception should be used daily for exciting play that helps them, among other things, to practise their skills in writing and mathematics.

You can all help by trying hard, always being eager to give your ideas in lessons and aiming for the 100% attendance award.