

Ingram Road Primary School

Inspection report

Unique Reference Number	107952
Local Authority	Leeds
Inspection number	336989
Inspection dates	15–16 June 2010
Reporting inspector	Carmen Markham

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Mrs E Crumton
Headteacher	Miss Sarah Millard
Date of previous school inspection	25 September 2006
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Introduction

The inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed nine teachers including the peripatetic music teacher. Inspectors spoke to pupils about their learning and looked at learning in lessons and in pupils' books. The inspectors held meetings with governors, staff and groups of pupils and spoke informally to parents. They observed the school's work, and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The team analysed 28 questionnaires from parents and carers as well as questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- why the progress of different groups of pupils appears to be uneven in school and whether enough is done to ensure all pupils achieve their potential
- why the attendance of pupils appears to be persistently low and how the school is managing this situation
- the reliability and accuracy of the school's self-evaluation.

Information about the school

The school is smaller than average. The proportion of pupils known to be entitled to free school meals is high. A third of pupils are White British. The remainder are from a diverse range of minority ethnic backgrounds and include a significant number of economic migrants, asylum seekers, Gypsy/Roma, Travellers of Irish heritage and refugees. Half the pupils speak English as an additional language and 24 different languages are spoken in school. The number of pupils joining or leaving the school other than at the usual time is very high. The proportion of pupils who have special educational needs and/or disabilities is above the national average. The school has received the Inclusion Charter Mark, the British Council International Award, the Healthy Schools Award and the Financial Management Standard in Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Ingram Road is a satisfactory school. The pupils' overall achievement is satisfactory. The action that the school has taken to improve attainment in the last two years is improving the learning of pupils who now make satisfactory progress. However, attainment in English and mathematics remains low at the end of Year 6.

The school leadership and the governors have a very good understanding of the needs of the community that the school serves and have developed a vision for the education that it wants to provide. This is based firmly on valuing a diverse range of cultures and traditions while ensuring that pupils have the opportunity to experience many environments and develop the basic skills that will enable them to be successful and healthy in the future. Leaders know the school well and have a clear understanding of its strengths and areas for development. However, in its desire to improve, the school has tended to identify many areas to develop and produced numerous action plans. Consequently, there have been so many priorities that some of the main areas for development have not had the time and attention that they deserve. Development planning has therefore not been sharp enough to ensure rapid progress.

Nevertheless, there have been good examples of improvement. The challenge has been to achieve this in a community where it is unusual for pupils to spend all their primary education at the one school. In the past, underdeveloped methods of assessment and the tracking of pupils' progress have meant that teachers have not been able to identify need quickly enough to ensure pupils were given the support they needed. Within the last two years this has been addressed well and the progress of pupils is secure and accelerating. Behaviour and attendance have also improved. There has also been rapid improvement in the Early Years Foundation Stage, which is now securely good. These actions, based on the school's secure self-evaluation, indicate its satisfactory capacity to improve.

While some outstanding teaching was seen and there have been improvements to teaching and the use of assessment to support learning, there is a lack of consistency in assessment and teaching across the school, particularly in relation to the use of the school marking policy. The curriculum is developing well and beginning to improve learning. Pupils are well cared for and their spiritual, social, moral and cultural development is good.

What does the school need to do to improve further?

- Raise attainment and improve progress and achievement in English and mathematics for all pupils by:

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- developing the quality of pupils' writing
- ensuring that all teaching focuses on the quality of the pupils' learning in the lesson
- developing more independent learning where pupils are at the centre of activities
- rigorously implementing the school's marking policy and embedding in pupils a desire to take a pride in the presentation their work.
- Ensure that leaders and managers revise whole school planning to focus sharply on the key areas that will make significant improvement to pupils' attainment by:
 - systematically refining the many school action and development plans to ensure clear priorities for action that are manageable and achievable
 - rigorously monitoring the implementation of agreed actions and their impact.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Most pupils, including those with special educational needs and/or disabilities, enjoy school. They appreciate the variety of experiences that teachers provide and the help they receive to help them to make progress. Pupils' attitudes to learning are improving alongside their confidence.

From very low levels of achievement two years ago, pupils' progress in lessons is at least satisfactory and often better. Data confirm that almost all are now meeting or exceeding their very challenging targets. Although the rate of progress is accelerating it is not yet sufficient to address, for some pupils, a legacy of underachievement caused by poor school attendance and the many changes of school experienced by some pupils. However, the improved learning environment means that most of these pupils are now making satisfactory progress. Meanwhile well planned and specific support is helping pupils at an early stage of learning English as an additional language and those with special educational needs and/or disabilities to make good progress. The progress of the more able pupils is improving with more of them attaining higher levels than expected for their ages. Attainment is below average at the end of Year 6 in all subjects but writing remains the weakest area.

Pupils' spiritual, social, moral and cultural development is good. Their behaviour is good; pupils are confident, articulate and polite. The curriculum and an exciting range of visits enhance pupils' cultural development. Parents from the local community and from a variety of cultural traditions engage well with the school and pupils therefore value and respect diversity. Pupils make a very positive contribution to a cohesive community where all feel safe and are prepared to undertake many responsibilities including 'KIDZ Crew'. This invites pupils to apply for jobs in school and makes a good contribution to the development of their skills for the future. The school council gives pupils a real voice

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and in particular supports their peers to develop a healthy lifestyle. Some pupils are health ambassadors in the local area and make a strong contribution to the community through a range of activities from cleaning the neighbourhood to singing at special events. Despite participating in a full range of enterprise activities pupils' development of work-place skills is limited by the slower development of basic skills in mathematics and English.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Improvements in pupils' learning reflect improvements in teaching and improved use of progress and assessment data since the previous inspection. Teachers identify pupils who need additional help sooner than previously. This help is usually provided by learning mentors who use a variety of good quality programmes. Lessons are well planned to meet the full range of learners' needs and teachers are ensuring that pupils in Key Stage 2 know the targets that they are working towards. Behaviour management is good and teachers make good use of information and communication technology (ICT) in their lessons. However, in lessons, teachers do not always check pupils'

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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understanding of what they are learning or ensure that pupils are actively involved in their learning. Teachers do not have consistently high expectations of the work in pupils' books, which is often poorly presented and incomplete. In many classes the marking of pupils' work does not provide enough guidance on what pupils have done well and what they need to do to improve.

The school has a good understanding of the type of curriculum that will engage pupils in learning and is developing this. While ensuring coverage of the National Curriculum, the majority of the curriculum is delivered through well planned themes, such as Superheroes. Topics include a related fiction text and a school visit to ensure a breadth of pupil experience. They are also linked to local and national events and so ensure relevance. There are good links to pupils' personal development and community cohesion. These have produced a rich curriculum enhanced by music, sport and well attended clubs. The curriculum is beginning to provide an exciting context for pupils to apply skills in mathematics, literacy and ICT. In particular it extends pupils' experiences and the ideas they have for writing. However, there has been insufficient time for it to have made a sustained impact on progress.

The pastoral team know pupils well and use rigorous methods to identify needs. Good additional adult support in classrooms effectively helps pupils who need additional help to learn. The work of a part-time school counsellor is having a positive impact on behaviour and attendance. The parent support worker uses numerous effective strategies to encourage attendance and to provide effective re-integration for those with extended absence. Where necessary, various agencies provide help to improve attendance or specialist support for vulnerable pupils. Strong transition arrangements for all class and school changes are well supported by good links with other schools and very good engagement with parents.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The governors and school leaders are proud of the school and are ambitious for it to succeed. The governors have been a real strength in supporting the school and building community links. They have sought to improve their skills and knowledge of governance and worked well with the local authority to ensure that they can support the school effectively. Both school leaders and governors monitor progress in school and have a well developed system for sharing information. They are aware that the attainment of

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pupils and quality of teaching remain priorities for improvement. However, the leadership team has been successful in many areas. Equality of opportunity is good and has ensured that all pupils have access to the same rich curriculum and specialist support, so that all can make progress. Good relationships with parents and carers ensure their involvement with school and this fosters learning in their children. Strong partnerships bring excellent skills and opportunities to support pupil development. An excellent example is the local shop where pupils have real experiences of applying their mathematical skills. The very well planned development of community cohesion across local, national and international boundaries has made the school into a very special community where pupils from many different backgrounds get on noticeably well with each other. Governors have ensured that statutory requirements are met and that safeguarding is good. They are very clear about safeguarding arrangements, review policies regularly and have been fully involved in training.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children start Nursery with skills well below age-related expectations, particularly in communication, writing, and knowledge and understanding of the world. By the end of the Reception Year almost all children, including those at an early stage of learning English as an additional language, have made good progress in all areas of learning and in particular in social development, numbers and counting, and creative development, where they attain and sometimes exceed the expected levels. This is because teaching and support are good and children are confident in their relationships with adults.

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Children participate well in 'talking pair' activities and in play. They have good attitudes to learning and behave well. The indoor environment is rich in display and opportunities for child initiated activities. However, the outdoor area lacks the space and resources to fully meet the needs of all pupils. Children are very well cared for and flourish because of the praise and encouragement they receive.

Leadership and management are good. There is exemplary practice in the regular and rigorous monitoring of children's progress. Adults work as a strong team under the clear direction of the provision's leader. Together they are developing the curriculum well to provide children with a full range of experiences and planning is good. There are good links with parents and carers who are encouraged to be partners in their children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very small proportion of parents and carers responded to the questionnaires. Of these almost all are very positive about the school. A large majority said that their children enjoy school and that school keeps their children safe. They also believe that the school helps children to have a healthy life style. Some are concerned about how the school deals with unacceptable behaviour, the management of the school and the quality of teaching and rate of children's progress. However, the number of responses was so small they may not represent the views of the majority of parents and carers.

Very few parents or carers wrote comments. However, during the inspection some parents spoke to an inspector and said that they felt welcome in school and felt able to raise concerns. They appreciate the way in which the headteacher responds to their concerns. They also said that they could recommend the school to others as the quality of care and support for children is good. However, some parents would like the school to set more homework. Parents said that on the rare occasion where bullying occurs the school deals with it well and it does not recur. The inspectors found no evidence to support concerns about poor behaviour. The school has an excellent behaviour policy that is rigorously implemented. During the inspection pupils behaved well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ingram Road Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 28 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	43	11	39	3	11	2	7
The school keeps my child safe	14	50	9	32	3	11	2	7
The school informs me about my child's progress	11	39	12	43	5	18	0	0
My child is making enough progress at this school	11	39	12	43	5	18	0	0
The teaching is good at this school	10	36	12	43	4	14	1	4
The school helps me to support my child's learning	10	36	15	54	1	4	2	7
The school helps my child to have a healthy lifestyle	10	36	15	54	2	7	1	4
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	32	12	43	4	14	0	0
The school meets my child's particular needs	9	32	14	50	4	14	1	4
The school deals effectively with unacceptable behaviour	11	39	10	36	5	18	2	7
The school takes account of my suggestions and concerns	9	32	12	43	4	14	2	7
The school is led and managed effectively	12	43	10	36	3	11	3	11
Overall, I am happy with my child's experience at this school	12	43	9	32	4	14	3	11

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



17 June 2010

Dear Pupils

Inspection of Ingram Road Primary School, Leeds, LS11 9LA

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. A special thank you goes to the pupils who gave up some of their time to talk to us about their work and activities. You attend a satisfactory school where the headteacher and all the staff ensure that you are cared for. You are proud of your school and do a lot of things to help other people. We were very impressed by the 'KIDZ Crew'.

Children in the Nursery and Reception classes make good progress and have a really good start in school. By the end of Year 6 most pupils have made at least satisfactory progress, while some have made good progress. You behave well in school and you know how to stay safe and healthy. We are sure that the local community enjoys the good work you do, like cleaning the environment and singing to local groups. There are a lot of activities that you really enjoy, like the visit to Beamish, so we can understand why you said in your questionnaires that you really enjoy school.

We know that you are working hard and improving, yet we would like you all to do even better. One of the reasons for our visit was to see how your school can improve. We have asked your school leaders to:

- help teachers improve your rate of progress by improving the quality of their marking in your books and by helping you to take more pride and care in your written work
- concentrate on helping you to make even better progress than you are making now.

You can help to improve your school by trying much harder to complete work in your books and to improve your presentation.

Yours sincerely

Mrs Carmen Markham

Lead inspector

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