

# Inglewood Infant School

## Inspection report

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<b>Unique Reference Number</b>	112217
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	337868
<b>Inspection dates</b>	9–10 November 2009
<b>Reporting inspector</b>	Janette Corlett

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>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	292
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Allen
<b>Headteacher</b>	Mrs A Evans
<b>Date of previous school inspection</b>	1 January 2007
<b>School address</b>	School Road Harraby Carlisle CA1 3LX
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited nine lessons, and held meetings with senior leaders, the Chair of Governors, staff and pupils. Inspectors observed the school's work, and looked at a wide range of documentation, including 73 responses from parents and carers to questionnaires.

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

- the capacity of the school to sustain improvements made since the last inspection and continue to improve further
- the effectiveness of the school's provision for more-able pupils
- the school's systems to ensure that pupils are safe, to promote equal opportunities and tackle discrimination and to promote community cohesion.

## Information about the school

Inglewood Infant School is larger than average and serves a local community with considerable socio-economic disadvantage. The proportions of pupils with a statement of special educational needs and those eligible for free school meals are above average. Almost all pupils are from White British ethnic backgrounds and very few pupils speak English as an additional language. The school makes provision for children in the Early Years Foundation Stage in the Nursery and Reception classes. The school holds Healthy Schools Status, the Activemark Award, the SEN/Inclusion Chartermark and the Financial Management Standard in Schools.

A separate provision, Ali's After School and Breakfast Club, operates on the school's site.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Inglewood Infant School is a good school that provides a warm, welcoming and calm environment for all its pupils. The varied and stimulating curriculum ensures that they are given an effective and inspiring start to their education. Learning is fun here and pupils respond to this by behaving very well as they become independent and confident learners. The vast majority of parents and carers agree that the school provides a safe and supportive environment for their children. This helps to ensure that pupils have a good appreciation of what it means to be safe in school, and are able to take risks without being unnecessarily fearful.

Attainment has improved over the last three years and is now broadly average in reading, writing and mathematics. The headteacher is providing the purpose and drive which the school needs to continue to thrive and improve. High expectations and a strong belief in the expertise and commitment of staff have driven improvements and enhanced the consistency and quality of teaching, which is good. They are also having a positive impact on pupils' progress and the standards they reach. Staff comment that they feel valued and they appreciate being consulted on the future direction of the school. Attendance has improved since the last inspection because of the robust procedures the school has introduced to reduce absence. The school's self-evaluation is accurate, although the systems in place to review policies and action plans need to be refined and securely embedded in order to be fully effective in helping the school move forward. Governors are very supportive and know the school well. They visit regularly and their monitoring is sharp and focused. All this demonstrates the school's good capacity to sustain the improvements it has already made and to improve further.

The school provides good care, guidance and support for its pupils. This has a positive influence on pupils' attitudes, not only to each other but to their learning as well. As a result, pupils are keen and enthusiastic, very courteous and really enjoy their learning. They take on their responsibilities, such as school council membership, willingly and conscientiously and work and play together harmoniously in school.

Pupils make good progress from very low starting points. The school's assessment procedures and systems for tracking progress are effective in ensuring that all groups of pupils, including vulnerable children and pupils with special educational needs and/or disabilities, are well provided for in lessons and make good progress. Teachers ensure that more-able pupils are given appropriate levels of challenge. As a result, the number of pupils on track to reach the highest levels at the end of Key Stage 1 has increased significantly from previous years. Strategies to improve reading, writing and mathematics have proved to be effective in raising standards. One reason for this improvement is the increased engagement with parents and carers which has supported

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them in understanding how they can help their children to continue learning at home. The school's effectiveness in promoting community cohesion is satisfactory. While the school has a good understanding of the local community, less is done to compare and contrast the immediate area with more distant communities.

**What does the school need to do to improve further?**

- Ensure that leaders and managers at all levels regularly monitor policies and plans so that there is a consistent approach to evaluating and recording the impact of actions taken to improve the school.
- Improve the school's effectiveness in promoting community cohesion by providing more opportunities for pupils to develop an understanding and awareness of national and global communities.

**Outcomes for individuals and groups of pupils****2**

The quality of pupils' learning and progress in lessons is good. This is because teachers know pupils well and make good use of prior assessment to ensure that each and every pupil is challenged to learn as much as that pupil can in an interesting and exciting manner. Focused circle-time activities help pupils understand how to keep themselves safe from harm. They know that the adults in the school are there to help them and say that there is very little bullying in school. In the rare event of this happening, they know that it would always be right to tell someone and that the incident would be dealt with appropriately. Pupils understand the importance of a healthy lifestyle and this is reflected in the Healthy Schools Award. Continual access to drinking water and fruit, along with the wide range of healthy meals provided by the school kitchen, support pupils in making good choices of food. In addition, the school ensures that physical activity is a major part of every school day, and youngsters really enjoy taking part and improving their fitness. Pupils' spiritual, moral social and cultural awareness is good. They clearly understand the difference between right and wrong, treat each other fairly and have a developing understanding of other cultures. The school day provides opportunities for quiet spiritual reflection. Pupils have a good appreciation of being part of the school community and participate well in the wider community. For example, school councillors are very proud of their recent involvement in appointing a new member of staff. They devised their own set of questions which actually corresponded closely to those asked by school leaders. Pupils help raise money for charities and take part in a wide range of local events.

Pupils' average attainment at the end of Key Stage 1 means that they have satisfactory skills to move on to the next stage in education. Given their very low starting points, this represents good achievement and reflects the high quality of education the school provides.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teachers have good subject knowledge and use skilful questioning to secure pupils' understanding and their active engagement in learning. Lessons proceed at a brisk pace; not a moment of learning time is wasted. Pupils are not afraid to make mistakes as they know that this is part of learning and improving. Pupils with special educational needs and/or disabilities and those who speak English as an additional language also show good levels of concentration and commitment to their work. They are very effectively supported by well-qualified and highly skilled support staff. The appointment of a learning mentor has been particularly effective in helping the very small number of pupils with behavioural difficulties to make good progress and to be fully included in the rich life of the school. Teachers mark pupils' work regularly and set challenging targets for improvement. Occasionally, older pupils do not have enough written guidance on the next steps in their learning. The school is aware of this and has plans in place to ensure a more consistent approach.

The curriculum is rich and varied and effectively provides for the needs of all groups of pupils. There are good links between subjects and, as a result, pupils have ample opportunities to practise their skills in reading, writing and mathematics throughout the school day. Recent changes to the way in which the curriculum is delivered in Key Stage 1 have given pupils more opportunities to continue learning through play. This means that the transition from the Early Years Foundation Stage to the slightly more formal Key

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<sup>1</sup> 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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Stage 1 curriculum is smooth and continues to support pupils in becoming confident learners. There are many opportunities for enrichment, including a range of after-school clubs and activities, interesting visits and visitors to the school and participation in school performances.

The well-targeted care and support for pupils enables them to develop in a secure environment. All adults show a good understanding of the needs of individuals and will always go the extra mile to ensure that every pupil feels valued and has opportunities to play a full part in the school community. The school's motto of 'Everyone matters' is reflected in every aspect of its work.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher and school senior leaders provide strong leadership and educational direction for the school and work effectively with a range of other agencies and partners, including parents and carers. Teamwork is strong and there is a real energy in the staff's desire for professional development. There are systems in place for self-evaluation leading to actions for improvement focused on raising achievement. Attention has been given to 'doing it' and this has been successful in raising standards. The school acknowledges that there has not always been sufficient focus on evaluating plans and policies and that this is the next step in order to ensure a consistency of approach and drive the school forward. Procedures to monitor the quality of teaching are firmly embedded in the school routines and the impact of this is seen in the improved quality of teaching since the last inspection. The views of parents and carers are taken into consideration. For example, the school's work on extending its services has been in response to the identified needs of parents and carers, and the local community. Governors are well able to provide challenge for school leaders. They ensure sound financial management leading to strong accountability and good value for money. Statutory safeguarding procedures were in place at the time of the inspection. The school is fully inclusive in the way it promotes equality, for example by warmly welcoming and supporting families moving into the local area from outside the United Kingdom, and all pupils are looked after and encouraged. Its positive ethos contributes well to community cohesion locally, but less is done to compare and contrast more distant communities. The school works effectively with other schools and settings to widen opportunities for pupils.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The outcomes for children in the Early Years Foundation Stage are good and the quality of provision is outstanding. From their starting points in Nursery, which are well below those typical of youngsters of this age, children reach standards which, while still below those expected in most areas of learning, nevertheless show that they have made good progress. The development of language and communication skills remains the weakest area but the school is addressing this successfully through focusing on teaching letters and sounds.

Children make good progress in their personal development. School routines and expectations are made clear. Excellent teaching in the Nursery unit means that children get off to a flying start in their education. They settle quickly and relationships are very positive. Behaviour is very good and children play and learn well together. They demonstrate increasing independence and share and help one another willingly. Parents and carers feel welcomed and value the 'open door' policy and good levels of communication between school and home. Planned activities meet children's needs and interests well. During the inspection, high levels of enjoyment and some very skilled and effective adult interventions were observed which really enriched children's learning experiences. Planning is clear and detailed. All areas of learning are addressed in an exciting and enjoyable way. There is a good balance between activities that the children choose and those led by adults. Children are encouraged well to take ownership of the choices they make. Regular and focused assessments are made of children's progress and these are used very well to support and develop their learning.



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Good leadership and management have resulted in an effective staff team which has secured much improvement in children's attainment over the last three years. The use of the outdoor learning environment is a real strength of the school. Children play and learn outdoors in all but the worst of weather, well equipped with waterproofs and wellingtons. Above all there is a real sense that school is fun.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers are proud of the school and speak highly of the care provided for their children. They know that pupils receive a good start to their education and are confident that any concerns they may have are swiftly and sensitively addressed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Inglewood Infant 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 292 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	78	13	19	2	3	0	0
The school keeps my child safe	46	67	20	29	2	3	1	1
The school informs me about my child's progress	28	41	35	51	4	6	2	3
My child is making enough progress at this school	31	45	34	49	4	6	0	0
The teaching is good at this school	34	49	32	46	2	3	1	1
The school helps me to support my child's learning	34	49	29	42	1	1	1	1
The school helps my child to have a healthy lifestyle	30	43	34	49	2	3	0	0
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)	27	39	35	51	0	0	0	0
The school meets my child's particular needs	35	51	28	41	3	4	0	0
The school deals effectively with unacceptable behaviour	31	45	30	43	3	4	4	6
The school takes account of my suggestions and concerns	31	45	34	49	0	0	1	1
The school is led and managed effectively	38	55	26	38	2	3	0	0
Overall, I am happy with my child's experience at this school	40	58	26	38	1	1	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



10 November 2009

Dear Pupils

Inspection of Inglewood Infant School, Carlisle, CA1 3LX

Thank you for the warm and friendly welcome you gave us when we came to the school recently to see how well you were doing. We really enjoyed talking to you and seeing you at work and at play.

This is a letter to tell you about what the inspection team found.

Inglewood Infant School provides you with a good education. You work hard and make good progress. This is because you have good teachers who care for you very well. We all noticed how much you enjoy school and find learning fun. Your lessons are interesting and give you lots of chances to practise your skills in reading, writing and mathematics. We were especially impressed by your good behaviour and the courteous manners you showed to us as visitors to your school. You told us that you feel safe in school and understand how important it is to eat healthy foods and to keep fit. Your headteacher and all the other adults involved in making sure your school is a good place to learn do a really great job.

We have asked the school to do two main things to help make your school even better.

- Make sure that your school leaders and governors check the plans they have in place so that everyone is working in the same way.
- Give you more opportunities to learn about other communities in Britain and the wider world.

You can help by always trying to do your very best in lessons and listening to your teachers' instructions.

Thank you again for your welcome. We wish you the very best of luck for the future and know that you will continue to enjoy coming to school.

Yours sincerely

Mrs Janette Corlett

Lead inspector

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