

Inspection of a good school: Ingleton Primary School

Low Demesne, Ingleton, Carnforth, Lancashire LA6 3DY

Inspection dates: 29–30 January 2020

Outcome

Ingleton Primary School continues to be a good school.

What is it like to attend this school?

Pupils thrive personally and socially at this school. They learn to be respectful and open-minded. Pupils have lots of chances to learn beyond the classroom. Many enjoy gardening, sports and learning to prepare meals at the cookery club.

Pupils behave well throughout the school day. Trusted staff help to sort out small conflicts, so they do not escalate. Rare incidents of bullying are quickly resolved.

In the last few years, too many pupils have not made the progress in mathematics they should. An improved curriculum and teaching are helping pupils to make better progress in mathematics.

Adults motivate pupils to read. Most pupils enjoy reading. Most of the youngest children reach a good standard in reading. However, teaching does not help the few weakest readers to catch up quickly.

Pupils learn in a wide range of subjects. The physical education (PE) curriculum is well planned. Pupils learn a variety of sports and dance styles. They achieve well in PE. Progress in other subjects varies. Pupils enjoy rich experiences in such subjects as science, history and geography. However, leaders and teachers are not always clear about exactly what pupils should learn and when. This hampers pupils' progress in these subjects.

What does the school do well and what does it need to do better?

Since the last inspection, pupils' progress and attainment in mathematics have declined. More recently, leaders have reviewed and improved the mathematics curriculum. The curriculum plans help teachers to plan effectively for mixed-age classes from early years to Year 6. Teachers give more attention to ensuring that pupils fully understand concepts before moving on to new learning. Teachers check pupils' understanding every lesson. Teachers give pupils extra help if they need it. They help pupils learn their multiplication

tables and other number facts. Pupils attempt challenging mathematical problems daily. They are now making stronger progress.

The PE curriculum helps pupils develop knowledge and skills step by step. Specialist teachers ensure that lessons help pupils build on their prior achievements. For example, I saw pupils practising indoor athletics challenges. The pupils recorded their personal best attempts. They compared their scores with those of pupils nationally. I observed other pupils enjoying Bollywood and flamenco dance moves. They remembered what they had learned and practised in previous lessons. Year 1 pupils handled hockey sticks well to begin to control the ball as they competed in teams. As well as their weekly PE lessons, pupils participate in inter-school competitions and clubs. The 'This Girl Can' sports club has enthused and built the confidence and skills of many girls. Pupils make strong progress in PE.

Leaders have put in place a range of activities and incentives to enthuse pupils about reading. This has paid dividends. The many pupils I asked told me about their favourite books and authors. Pupils are eager for their teachers to read to them. Most pupils each year reach the required standard in phonics by the end of Year 1. A few pupils each year get left behind. Teaching does not help these pupils to catch up quickly. Furthermore, the books teachers provide for these pupils to practise are not the most suitable. Pupils can work out most of the words, but the books do not help pupils to quickly develop fluency and confidence.

In science, history and geography, pupils experience enjoyable activities. Trips to places of interest enhance learning in these subjects. However, leaders have not planned these subjects as well as they have mathematics and PE. A few subject leaders have had limited opportunity to develop their subjects. Leaders have planned in general terms what pupils will learn. They are not specific enough about what pupils should learn, and by when. For example, in science, pupils investigate and experiment, but teachers are not always clear about the most important knowledge that pupils should remember.

Leaders ensure that pupils with special educational needs and/or disabilities (SEND) learn alongside other pupils. Pupils with SEND access a full, broad and balanced curriculum that is matched well to their needs.

Leaders have cultivated a positive, friendly atmosphere. Pupils behave well at all times of the school day. Lunchtimes are very civilised. The vast majority of parents and carers responding to the online survey, Parent View' agree that bullying is not an issue. The number of pupils who miss school too often is too high.

Pupils learn about how to be good citizens in modern Britain. They learn to respect difference and to challenge stereotyping. Pupils are encouraged each week through homework tasks to discuss current affairs with their parents. In 'eco week', pupils learned about single-use plastics. Climbing the mountain, Ingleborough, is considered a rite of passage for pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that staff are well trained in their safeguarding and child protection duties. Staff know how to report concerns and to whom. They understand the potential risks to pupils in school and in the local community. Leaders report serious concerns to the local authority. They seek advice from external professionals in difficult cases. The record of checks on the suitability of adults is complete.

Pupils feel safe. They trust the adults in school. They learn how to stay safe. For example, pupils have a well-developed understanding about online safety. They undertake Bikeability training and learn about road safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Each year, approximately one in five pupils do not reach the expected standard in early reading by the end of Year 1. The teaching of the phonics programme and the extra support for these pupils are not of sufficiently high quality to help them catch up quickly. Furthermore, the books given to these pupils do not help them to quickly develop fluency and confidence. Leaders should ensure that all staff involved in the teaching of early reading are trained to the highest standard. They should regularly check the quality of implementation of the programme with a sharp focus on the least able pupils. Leaders should review again the match of reading books to pupils' developing knowledge and skills so that the weakest pupils develop more quickly their fluency, accuracy and confidence.
- The subject content laid out for science, geography and history from early years to Year 6 is not defined clearly enough. The curriculum planning does not guide teachers well enough to know precisely what pupils should learn at each stage of the learning journey. Leaders should review the curriculum intent for science, geography, history, and foundation subjects not looked at during the inspection, so that these reflect the quality of the mathematics and PE curriculums. They should ensure that the subject content planned in every subject is specific and coherently and incrementally sequenced. They should identify the most important knowledge that pupils should retain in their long-term memories.
- A few subject leaders have had limited opportunity to develop the curriculum and teaching in the subjects for which they are responsible. Senior leaders should ensure that all subject leaders receive the support, training, time and resources needed to ensure and assure the quality of curriculum intent, implementation and impact.
- Rates of pupils' persistent absence are too high. Leaders should review their policies and practices regarding pupils whose attendance falls below 90% and ensure that the current rate of persistent absence improves.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in December 2010.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121445
Local authority	North Yorkshire
Inspection number	10110846
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair of governing body	Jennifer Thistlethwaite
Headteacher	Joanna Colledge
Website	www.ingleton-pri.n-yorks.sch.uk/
Date of previous inspection	11 May 2016

Information about this school

- At the time of the last inspection, two leaders shared the headteacher role. One of these headteachers recently retired. The school is now led by a single headteacher and two co-leaders who share the deputy headteacher role.

Information about this inspection

- I held regular meetings with senior leaders throughout the inspection. I met with a representative from the local authority. I also held discussions with several governors, including the chair of governors.
- I observed pupils at social times and held informal and formal discussions with pupils about what it is like to be a pupil at the school. I took account of 40 responses from pupils to the online pupil survey.
- I did deep dives in these subjects: mathematics, reading and PE. These deep dives involved discussions with the subject leaders, visits to lessons, discussions with pupils from the lessons visited, and scrutiny of their workbooks. I also held discussions with the teachers of the lessons visited. I looked closely at curriculum plans. In addition to the deep dives, I looked more briefly at other subject plans, including those for science and history, and discussed these with the subject leaders.

- I looked at the record of checks on the suitability of staff to make sure safer recruitment procedures are followed. I checked staff safeguarding and child protection training records and questioned staff about their responsibilities. I asked pupils about whether they feel safe and how they learn to stay safe. I met with the designated safeguarding lead and scrutinised pupils' child-protection records.
- I examined a range of school documents, including a school self-evaluation document and school improvement plan.
- I considered the responses of 73 parents to Ofsted's online survey, Parent View. I also studied written responses from 44 of these parents.

Inspection team

Phil Riozzi, lead inspector

Ofsted Inspector

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