

Inspection of Ingleton Primary School

Low Demesne, Ingleton, Carnforth, Lancashire LA6 3DY

Inspection dates:	20 and 21 May 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The school motto at Ingleton Primary School is 'tall oaks from little acorns grow'. The high-quality pastoral care, the school's deep commitment to pupils' personal development and the high expectations for achievement mean that pupils do become the 'tall oaks' the school intends them to be. Pupils are happy, confident and safe. They achieve well, including in national tests. The school prepares pupils well for their next stages in learning.

There are warm, caring relationships between pupils and staff. Pupils are respectful. They are well mannered and welcoming to visitors. Pupils follow the school's routines consistently, including in the early years. In lessons, they work hard. Playtime is joyful. Older pupils organise activities for younger pupils such as cricket matches and yoga sessions. There is a strong sense of community at this school.

The school nurtures pupils' interests and talents effectively. For example, there are clubs in sports, dance, sign language and gardening. The school is proactive in ensuring all pupils benefit from a range of opportunities that support their development. Inter-house quizzes and competitions promote pupils' well-being and sense of belonging. Pupils relish the responsibilities they have in school, for example as house captains, school ambassadors and members of the school council.

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

The school's curriculum is broad and ambitious. It meets the demands of the national curriculum. In most cases, the school has identified the knowledge and skills it wants pupils to learn. There is a logical sequence to the curriculum. For example, in the early years, children learn about special people, places and events. This prepares them well for when they learn about religious festivals such as Christmas and Easter in Year 1.

The key stage 2 reading curriculum is not designed in sufficient detail. It is not clear how the curriculum supports pupils to make progress in their reading knowledge and skills over time. Although outcomes in reading at the end of key stage 2 are broadly secure, some pupils do not achieve as well as they could.

Teachers demonstrate secure subject knowledge. They explain learning clearly and use effective strategies to help pupils know what they are aiming to achieve. There is a sharp focus on supporting pupils to develop their vocabulary. Teachers promote high-quality talk and discussion in lessons. As pupils progress through the school, they become confident and competent communicators.

Some aspects of the wider curriculum beyond English and mathematics assess pupils' learning precisely. For example, in science, there is close monitoring of the key gaps in pupils' knowledge. This helps teachers to adapt the curriculum in a timely way to support pupils. In some other areas of the curriculum, checks on what pupils know and remember and the way the school uses this information are inconsistent and less effective.

Learning to read is a priority. The way the school teaches phonics is consistent and successful. Pupils read books that are closely matched to their phonics knowledge. The school identifies pupils who need additional support accurately. It provides effective support to help these pupils catch up quickly. The school promotes reading for pleasure as soon as pupils start the school. In the early years, the school arranges for 'mystery readers' to visit the school and read to children. Story time engrosses younger pupils. Teachers read stories with a high degree of expression and animation.

The school identifies pupils with special educational needs and/or disability (SEND) and their needs accurately. It provides teachers with appropriate development to support pupils with SEND effectively. Teachers use strategies to ensure that pupils access the curriculum and achieve well.

The school's behaviour policy focuses on positive relationships and meaningful praise. Teachers use encouraging and affirming language in the classroom. They recognise pupils' hard work and efforts regularly. This motivates pupils.

Pupils are proud to attend this inclusive school. They have secure, age-appropriate knowledge of healthy relationships and how to keep themselves safe online. Pupils develop their sense of awe and wonder in the natural world through carefully considered outdoor activities such as climbing, ghyll scrambling and caving. They are confident and resilient citizens. In the early years, outdoor learning supports children's wider development. For example, they climb ropes and learn to balance to develop their gross motor skills. The school encourages children to become curious and inquisitive through sensory learning, for example when they learn about bats and bees.

The school is led and managed well. Staff appreciate that the school prioritises their workload and well-being. Governors are highly skilled and knowledgeable. They know their statutory duties and fulfil them well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The key stage 2 reading curriculum is not planned in sufficient detail. The school has not considered precisely enough what pupils need to know and secure over time. As a result, some older pupils do not achieve as well as they could in reading. The school should ensure that the content of the key stage 2 reading curriculum is well thought out and progressive so all pupils reach their full potential.
- At times, the school's assessment systems in the wider curriculum are not used as effectively as they could in checking accurately how securely pupils are learning and remembering the curriculum. This hinders the school from ensuring that any key gaps

in pupils' knowledge are addressed swiftly and interventions put in place. The school should strengthen its assessment systems, drawing on the effective practice that exists in the school to ensure that staff accurately check how well pupils are learning and use this information to inform their teaching and timely support.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121445
Local authority	North Yorkshire
Inspection number	10370361
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	184
Appropriate authority	The governing body
Chair of governing body	Jenny Thistlethwaite
Headteacher	Jen Middleton
Website	www.ingleton-pri.n-yorks.sch.uk
Dates of previous inspection	29 and 30 January 2020, under section 8 of the Education Act 2005.

Information about this school

- The current headteacher has been in post since April 2025.
- The school runs its own breakfast club.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic

began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other senior leaders. The lead inspector met with members of governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Dan McKeating, lead inspector

His Majesty's Inspector

Dimitris Spiliotis

Ofsted Inspector

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