

Ings Farm Primary School

Inspection report

Unique Reference Number	111610
Local authority	Redcar and Cleveland
Inspection number	378323
Inspection dates	14–15 September 2011
Reporting inspector	David Shearsmith

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	444
Appropriate authority	The governing body
Chair	Michael Williams
Headteacher	Kevin Aherne
Date of previous school inspection	16 January 2007
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Introduction

This inspection was carried out by four additional inspectors. They observed 35 lessons and taught by 17 teachers. They held meetings with the Chair of the Governing Body, groups of pupils, parents and carers, leaders at all levels, the special educational needs co-ordinator and Early Years Foundation Stage leaders. They observed the school's work, looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans and school policies. They analysed 266 questionnaires from parents and carers, together with questionnaires from staff and a representative sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether boys make enough progress at Key Stage 1.
- How well pupils understand Britain as a multicultural society.
- The impact of actions to improve outdoor provision in the Early Years Foundation Stage.
- How well the school's monitoring and evaluation inform self-evaluation and contribute to sustained improvement.
- How well the governing body challenges the school to improve and sustain pupils' progress.

Information about the school

The school is much larger than the average-sized primary school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average but increasing. The proportion of pupils with special educational needs and/or disabilities is lower than average, as is the proportion with a statement of special educational needs. The school has gained the Healthy School status and the Eco award and has the Sports Activemark. The governing body manages an after-school club on the school 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?

1

The school's capacity for sustained improvement

1

Main findings

Ings Farm Primary School gives pupils an excellent all-round education. It has outstanding capacity to improve further, due to the impact it has had in making and sustaining improvements. Outstanding leadership, management and governance ensure that pupils' attainment is high by the end of Year 6. Pupils' personal and academic achievement is outstanding because the school has a strong commitment to pupils' personal development as well as exceptionally good teaching.

Pupils' achievement is outstanding because teaching is excellent in almost every class. From starting points that are typical for their age, pupils reach above-average standards at the end of Year 2 and consistently very high standards at the end of Year 6. The school exceeds its very challenging targets. The occasional dip at the end of Year 2, caused by a few boys taking a little longer to learn basic skills, is ironed out later on because provision for pupils' individual needs is outstanding. Pupils with special educational needs and/or disabilities make excellent progress because they are given outstanding support so they can work with others. The Early Years Foundation Stage gives pupils a good start to their school life. However, staff in this key stage do not always provide as much challenge as they could to promote higher levels of progress in the children's learning.

Strengths in teaching across the school include clear instructions to pupils, clear questioning, a well-judged pace and an excellent use of resources, including the use of information and communication technology (ICT). Pupils are tracked rigorously and assessment is used consistently and very effectively to promote pupils' learning, ensuring no one falls behind. The school takes extremely good care of all of its pupils and as a result pupils feel very safe and secure. They understand about healthy living and relate well to everyone in the school. However, their understanding of other cultures is limited. The curriculum is outstanding; it is lively, interesting, broad and balanced, with effective connections made between different subjects that provide pupils with memorable experiences. It meets pupils' needs extremely well, through carefully-structured lessons ensuring that they achieve excellent outcomes.

Pupils develop extremely positive attitudes to learning and behave exceptionally well. They are proud of their school and take on responsibilities, such as membership of the school council. Pupils enjoy school tremendously, and most demonstrate this through their above-average attendance and exemplary punctuality.

The headteacher, well supported by the deputy headteacher and senior leadership team, is rigorous in ensuring pupils make excellent progress in all aspects of their school lives. Pupils have an outstanding equality of opportunity to do well. Members of the governing body are ardent supporters of the school and aspects of their work are very strong, ensuring that the school is challenged but well-supported to promote further improvements. The school's self-evaluation is accurate. Key areas for development are identified and the school is outstanding in ensuring that new initiatives make a difference. The improvements since the last inspection are many and the school has an outstanding capacity to improve.

What does the school need to do to improve further?

- Improve the quality of provision in the Early Years Foundation Stage by ensuring that there is enough challenge in all activities to promote children's progress.
- Improve pupils' understanding of Britain as a multicultural society by ensuring that they have more first-hand experiences of other cultures.

Outcomes for individuals and groups of pupils

1

Observations by inspectors and other evidence presented by the school confirm that attainment is high. Well-organised intervention programmes provided for pupils who find learning more difficult and for those with special educational needs and/or disabilities, ensure that they also do exceptionally well. Indeed, most groups in school outperform their peers nationally.

In the large majority of lessons seen during the inspection, pupils were observed to be making good and outstanding progress. For example, in a lesson in Year 5, typical of many seen in school, pupils were excited by the challenge to round numbers up and down. They progressed rapidly with their understanding; this was because the class teacher carefully checked the pupils' prior learning, so it was very clear to pupils what they needed to learn. She continued to support pupils' learning with careful, on-going individual questioning to check understanding and moved learning on at an excellent pace.

Pupils acquire a range of exceptional personal and social skills that help them to develop into well-rounded citizens. The school develops high levels of mutual respect and co-operation and promotes pupils' confidence and self-esteem extremely well. Pupils' spiritual, moral, social and cultural development is good; however, not all pupils have enough understanding of other cultures and all forms of diversity. Pupils embrace a range of activities with enthusiasm, particularly 'wake and shake' every day. A high proportion also eats the high-quality healthy school lunches on offer. Pupils have considerable confidence and ability with new technologies, highly-developed enterprise skills and an ability to apply their above-average basic skills, ensuring that they are prepared extremely well for the next stage of their education.

These are the grades for pupils' outcomes

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

How effective is the provision?

Consistency is a key feature in the quality of teaching which ensures that pupils make outstanding progress. All adults have high expectations of what pupils can achieve. Teachers use excellent subject knowledge and a precise style of delivery to ensure that pupils build an accurate understanding of what they are learning. The next steps pupils need to take to achieve success are made clear in the majority of lessons. Planning is based on accurate assessments of what pupils already know and includes appropriate challenges for pupils of all abilities so that they can progress equally well. Skilful questioning during lessons ensures misconceptions are resolved, with learning proceeding at a rapid pace. Lessons follow a familiar structure which gives pupils confidence. Pupils get lots of opportunities to discuss and develop their ideas with their peers and with adults, who seize every opportunity to develop language and thinking skills.

The broad and balanced curriculum has a very strong focus on developing personal as well as academic skills. It has been tailored exceptionally well to meet pupils' individual needs. It is delivered through a rich variety of experiences, and progressively builds pupils' knowledge and skills at an excellent rate. The curriculum is enhanced through an extensive range of exciting clubs. At the heart of the school's work is an environment in which all pupils feel confident they can succeed. Strong links with parents and carers, and effective partnerships with a range of agencies, help to achieve this. Pupils' well-being is a very high priority with all staff, and highly-effective systems ensure that the potentially vulnerable are identified quickly and a range of very successful interventions put in place. Transition arrangements are very well developed across the school and with the local secondary school.

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

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, well supported by the deputy headteacher and a committed senior leadership team, gives a very clear strategic lead that supports the drive to ensure that pupils make outstanding progress. Leadership is shared very effectively, and the systems for monitoring and evaluation are efficient and well-embedded. School self-evaluation is thorough and provides an accurate overview of the school with clear areas for improvement. Staff work very well together to establish the features expected to be evident in every lesson and assessment for learning is used effectively in the majority of lessons. Staff are carefully deployed to make the most of their particular talents and skills. They work closely in teams, to support and share best practice and this approach has resulted in high-quality provision. This high quality is also evident in the provision offered after school.

The governing body is very committed to carrying out its statutory duties, and supports and challenges the headteacher extremely well to ensure pupils get the highest-quality provision. Practice to safeguard and protect pupils is good overall with some aspects that are outstanding; the school is particularly safe and secure. The school has an outstanding commitment to equal opportunities by ensuring that any potential differences in the performances of groups are anticipated, and interventions put in place to help all pupils make as much progress as possible. The school is committed to maximising opportunities for pupils and their families so that pupils can fulfil the very high aspirations that they hold for them.

Parents and carers are engaged in the life of the school and extremely supportive of its work. The school knows its community well and works effectively with a range of partners to extend pupils' learning. Community cohesion is consequently good.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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	1
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	1
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Early Years Foundation Stage

Provision is good overall and for children’s personal, social and emotional development it is outstanding. Pupils are well cared for in this safe and secure environment where welfare arrangements are good. This means that children feel happy, safe and secure and quickly settle into class routines. They quickly grow in confidence and independence because the staff skilfully nurture their interests and encourage them to be more adventurous in their choices. Children’s starting points are average for what is typical for their age. By the end of the Reception Year, most meet and some exceed the level expected in all areas of learning, although there is a growing number of pupils whose linguistic skills are limited, particularly boys. Teaching is good and staff take care to ensure that in most cases children learn at the right level, although occasionally some activities lack challenge. Adults pose questions well so as to move children’s learning on. Their observations of children’s progress are very thorough and used well to plan the next steps in learning. The children’s learning journey books provide parents with a good picture of their child’s progress and special moments as they develop their skills. Staff have made a good start on improving outdoor provision and this ensures that children now explore a good range of activities. However, it does not provide enough challenge to fully extend children’s progress. The provision is led and managed well, resulting in children’s lively enjoyment of 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 in the Early Years Foundation Stage	2

Views of parents and carers

A much larger proportion of parents and carers responded to the questionnaire than in most schools. The overwhelming majority of parents and carers who responded is extremely happy with their children’s experience and expressed positive views on all aspects of the school. Very few issues were raised but some parents and carers felt that unacceptable behaviour was not dealt with effectively. Inspectors followed up this concern and noted that during the inspection pupils behaved outstandingly well and that the management of their behaviour was excellent.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ings Farm 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 266 completed questionnaires by the end of the on-site inspection. In total, there are 414 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	178	67	80	30	4	2	1	0
The school keeps my child safe	206	77	59	22	0	0	0	0
The school informs me about my child's progress	144	54	115	43	5	2	0	0
My child is making enough progress at this school	145	55	115	43	2	1	1	0
The teaching is good at this school	161	61	99	37	2	1	0	0
The school helps me to support my child's learning	146	55	109	41	8	3	0	0
The school helps my child to have a healthy lifestyle	155	58	104	39	3	1	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)	158	59	96	36	4	2	0	0
The school meets my child's particular needs	144	54	110	41	5	2	1	0
The school deals effectively with unacceptable behaviour	121	45	124	47	13	5	1	0
The school takes account of my suggestions and concerns	104	39	141	53	6	2	0	0
The school is led and managed effectively	146	55	110	41	3	1	2	1
Overall, I am happy with my child's experience at this school	169	64	91	34	3	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and is consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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 up exactly to 100. Sixth-form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



16 September 2011

Dear Pupils

Inspection of Ings Farm Primary School, Redcar, TS10 2JZ

Thank you for talking to my colleagues and me and making us welcome when we inspected your school recently. We very much enjoyed meeting you all. Your school gives you an outstanding education. Not only does it help you to make exceptionally good progress and reach very high standards in your work but it also helps you to become confident, thoughtful young people who respect the needs of others.

These are some of the best things about your school:

- the high standards, especially in reading and mathematics
- the excellent learning in every class, because your teachers make lessons extremely interesting
- your knowledge of how well you are doing and what to do to improve your work
- the outstanding support for those of you who need extra help
- the outstanding leadership and management of your headteacher and other staff, which mean the school runs smoothly and that adults, including members of the governing body, have lots of ideas about how to make it even better.

This is what I have asked your school to do next:

- improve the level of challenge in activities for the youngest children
- improve your understanding of other cultures, including Britain as a multicultural society.

I am sure you will continue to enjoy your time in school and do your very best.

Yours sincerely,

David Shearsmith
Lead inspector

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