

Inspection of Inglewood Infant School

School Road, Harraby, Carlisle, Cumbria CA1 3LX

Inspection dates: 17 and 18 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are happy, safe and secure in school. There is always a warm welcome from staff at the start of the day. Children in the Nursery class cannot wait to find their favourite toys to play with each day. Older pupils enjoy playing with friends in the spacious grounds at break times. Pupils new to the school soon feel at home here.

Leaders' expectations for pupils' achievement are high. Pupils work hard and try their best. They know that they can ask for help if they do not understand something. Pupils are proud of their work. They achieve well, including those with special educational needs and/or disabilities (SEND).

Pupils behave well, given their age and stage of development. They understand and follow the simple rules and routines. For example, two-year-olds walk calmly and sensibly from their classroom all the way to the dining hall at lunchtime. Corridors and classrooms are typically calm and orderly places.

There are plenty of trips, visits and activities beyond the academic curriculum. For example, pupils learn more about their city when they visit the local castle. Pupils raise funds for charitable causes. They learn about democracy at first hand when they vote for members of the school council. These activities support pupils' wider development.

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

Since the last inspection, leaders have made a number of improvements to the quality of education that pupils receive. They have designed a broad, ambitious and exciting curriculum for all pupils. Leaders have thought carefully about the most important knowledge that they want pupils to learn by the time that they leave for the junior school. Their well-designed curriculum ensures that in most subjects, pupils build up this knowledge step by step, in a logical order, from the early years to Year 2. This helps pupils to learn well in these subjects, including pupils with SEND.

In a small number of subjects, leaders' work to improve the curriculum is at an earlier stage. They have not identified some of the smaller steps of learning that pupils need to build up from the early years to the end of Year 2. This makes it more difficult for teachers to include everything that pupils need to know in these subjects, in order to build their knowledge securely.

In lessons, teachers check to make sure that pupils have understood their learning. They provide appropriate help for those who need it. Leaders and staff make effective use of assessment information. For example, they make any necessary adjustments to teaching so that pupils continue to learn successfully.

Pupils understand teachers' high expectations for their behaviour in class. Pupils listen carefully and try not to disturb others by chatting too much. This helps everyone to get on with their learning.

Children in the early years develop strong language and communication skills. Staff know how to speak sensitively and clearly to children so that they understand and can use an increasing range of words. This prepares children well for learning to read.

Leaders have placed reading at the heart of the curriculum. All staff have been trained to teach phonics effectively. Children in the early years learn about phonics as soon as they start school. They learn new letters and sounds each day. This continues into Year 1. Staff make sure that the words in pupils' reading books contain only the letters and sounds that they have learned so far. This helps pupils to read successfully. Any pupils at risk of falling behind are identified quickly and receive prompt help to catch up. Pupils, including those with SEND, learn to read well.

Staff are highly skilled at bringing stories to life for pupils. For example, two-year-olds listen with rapt attention to their favourite stories. Older pupils enjoy listening to their teachers read chapters from their class novels. Leaders have provided pupils across the school with a wide range of exciting books to select. Pupils develop a real love of reading.

Leaders and staff, including those in the early years, work effectively together to identify pupils who may have SEND. They make careful adaptations to ensure that these pupils can access the curriculum alongside their classmates. Leaders have strong working relationships with a wide range of professionals, such as psychologists and speech therapists. This helps to ensure that pupils with SEND receive expert support if they need it.

Pupils learn about differences and similarities between people in their community and in the wider world. For example, they learn about a range of cultures and faiths. They understand that family structures can be different from their own. Pupils develop positive attitudes towards these differences. Leaders provide opportunities for pupils to experience responsibility. For example, they can become school councillors or members of the eco committee. Pupils are well prepared for junior school when the time comes.

Since the last inspection, governors have strengthened their work in holding leaders to account for the decisions that they make. For example, they ask plenty of challenging questions to make sure that all pupils can access the curriculum. Leaders, including governors, are considerate of staff's workload and well-being. Staff value this concern.

Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular safeguarding training that follows the most recent guidance. This training helps staff to recognise when a pupil might be at risk from harm. All staff know how to report any concerns that they might have about a pupil's welfare.

Leaders work effectively with a wide range of agencies, including the local authority children's services and early help teams. They know how to secure extra support for pupils and their families should they need it.

Through the curriculum, pupils learn how to keep themselves safe, including when using the internet. Pupils know who to speak to if ever they have any worries.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the curriculum does not contain enough information about some of the smaller components of knowledge that pupils need to learn. This makes it difficult for teachers to make sure that pupils learn everything that they need to know, in the right order. Leaders must ensure that in all subjects, from the early years to Year 2, teachers have enough information to ensure that pupils learn the important knowledge that they need to achieve well.

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](#)' 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	112217
Local authority	Cumbria
Inspection number	10241192
Type of school	Infant
School category	Community
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	The governing body
Chair of governing body	Mike Deans
Headteacher	Deborah Boekestein
Website	www.inglewood-inf.cumbria.sch.uk
Date of previous inspection	16 and 17 January 2019, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, a new chair and a number of new governors have been appointed to the governing body.
- The school has provision for two-year-olds.
- Leaders do not make use of any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other leaders. The lead inspector spoke to members of the governing body, and spoke on the telephone to a representative of the local authority.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in some other subjects with leaders.
- The inspectors reviewed a range of documentation about safeguarding. The inspectors also spoke with staff to understand how they keep pupils safe.
- The inspectors considered the views expressed by parents in their responses to Ofsted Parent View. This included free-text comments.
- The inspectors considered the responses to Ofsted's online surveys for staff and for pupils. The inspectors also spoke with some pupils about school life.
- The inspectors spoke with staff to discuss leaders' support for their workload and well-being.

Inspection team

Mavis Smith, lead inspector

His Majesty's Inspector

Joe Dryland

Ofsted Inspector

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