



# Inclusion Quality Mark (UK) Ltd

5<sup>th</sup> October 2016

Mrs Mary Doran  
Head-teacher  
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Whitby Avenue  
Ingol  
Preston PR2 3YP

**Assessment Date: 23<sup>rd</sup> September 2016**

## Summary

Ingol Community Primary School is a smaller than average-sized primary school currently with 129 pupils on roll and with an attendance of 92.9%. It is situated in the Ingol Ward approximately 3 miles to the west of Preston city centre. The LSAO within which Ingol sits is in the top 10% most deprived areas of the country. Social rent makes up 37% of housing in the ward compared to 18% across Preston, Single occupant households make up 39% of Ingol and 49% of LSAO Preston 005 compared to a national average of 30%, with the highest number of Tax Credit claimants of any ward in Preston. Preston is ranked the 101<sup>st</sup> most deprived district out of 325 districts in England, with Ingol having a higher proportion of its working age population with no qualifications (19.8%) than Preston as a whole (16.8%). This is also much higher than the comparable national average across England and Wales (15%). There are now 7 classes in the morning and 6 in the afternoon, due to an increase in numbers, as Year 5 and 6 numbers are smaller they are taught separately in the morning and taught together in the afternoon. Pupils in KS1 are taught in single-aged class. Most pupils are from White British backgrounds (81%). The proportion of pupils who speak English as an additional language is broadly average (12%), although this can fluctuate in year due to local employment opportunities with Saudi Arabian nationals employed in local industry. This includes a significant minority who enter the school at the early stages of learning English. The proportion of disabled pupils and those who have special educational needs is well-above average (22%). The gender balance is 53% boys to 47% girls. The proportion of pupils on FSM and for whom the school receives the pupil premium is well-above the national average (38%). There are 3 pupils on the Child Protection register and 2 looked after children.

The school was judged to be a Good school by Ofsted in December 2015 who stated, **'this good school is improving rapidly because of the determined leadership of the head-teacher and a very positive team of effective teachers'** and **'Pupils have good attitudes to learning. They are committed to doing their best; they are proud of the work they produce which is always neat and well-presented'**. The school continues to improve in every aspect under the leadership of the dynamic head who has

created a shared vision and desire amongst staff to drive the school forward. This can be evidenced by the school receiving a prestigious accolade recently from Government Initiative IQ that recognised Ingol Primary School as a Top Performing and Improving School. All the hard work by staff and pupils has paid off as the school has been recognised as being one of the top 100 performers across the country, a fantastic accolade for the staff, the pupils and the community and a reward for their efforts over the last few years. The school's mission statement is **"A community of learners – living to learn and learning to live."** Where they aim to provide a happy, caring and stimulating environment in which every child's uniqueness is celebrated and they can grow to fulfil their potential, evidence of which I clearly saw during the assessment. They are committed to inclusive education in its widest and most encompassing sense. As a team, the school has developed their systems and procedures to support all learners across the school and are continually looking to improve their practice so that their provision is the best that it can be for all children, so that all children can reach their full potential regardless of sex, race, age, culture or disadvantage. The staff team works very hard to provide a fully inclusive learning environment where they celebrate diversity and difference and where pupils are treated as equals.

Thank you for inviting me to assess your school. Please thank your pupils, staff, parents, and governors who spoke so openly about **their** school during the day of the assessment and about the extremely inclusive ethos that abounds there. My visit was very well planned and managed with a very detailed and thorough self-evaluation document that was well organised. All eight elements of the standard provided evidence which was clearly referenced to a wide range of documentation and activities. The process which the school adopted in collating the evidence resulted in an accurate self-assessment of its policies, awareness and practice. Over the assessment it was clear to see evidence of your Mission Statement **"A community of learners – living to learn and learning to live."** celebrating the uniqueness of every individual in the school. An ethos and culture that is clearly at the heart of the school and part of everything that happens, where staff, governors, pupils and parents work in partnership to ensure the best for all. Individual difference is celebrated and seen as a positive feature in this school, where everyone is encouraged to see the strengths in others. The school is a friendly and welcoming learning community within a bright and airy building that has been well considered and planned. It is a school that is a vibrant, ever-changing and developing community with a happy, family-orientated environment where exciting things happen in and out of the classroom, as seen during the assessment with the reception class actively involved in learning outdoors in the outdoor learning area, whether it is success in sport, cultural activities, charity fund-raising, exciting trips, interesting visitors or other events. A school where pupils are listened to and valued, they feel they belong and continue to achieve and grow as individuals. During the assessment I clearly saw this demonstrated as I moved around the school in classrooms, on corridors in discussions and conversations with staff pupils, parents and governors and in the weekly Merit assembly I attended where parents are actively encouraged to come and support their children and are provided with refreshments, where every pupil's birthday is displayed on a board in the hall so that they can be celebrated during the weekly assembly and in everything they do as a school.

Ingol is an impressive inclusive learning environment where pupils are encouraged to achieve their full potential, not only as academic learners but also as independent and self-determined human beings. Everyone involved in the school is inspired to develop as individual learners and to contribute to the inclusivity of the school and this also filters out to parents and the local community, as evidenced by the parents I met during the day. In fact, parents spoken to were extremely supportive of the work the school and its staff do to support their children who often go above and beyond what is expected of them. One parent commented that initially he hadn't wanted his son to attend the school, but within weeks of him starting wouldn't countenance him being anywhere else, stating that ***'if I win the lottery at the weekend we will stay in Ingol so my son can continue to attend the school'***, a fantastic accolade for the staff and the school. This school lives and breathes inclusion. From the moment you enter the school grounds and then walk into the reception area you receive a warm welcome from all. All staff are happy to share their school and celebrate their vision for an inclusive and successful school and they feel part of ***'The Ingol Family'***, as I clearly saw on numerous occasions during the assessment. During the visit I was able to see the school at work and was able to experience the unique culture and ethos that is ingrained in everything that happens here. Ingol is an excellent school. During the assessment there were numerous examples seen that showed a true Community School that proudly stands at the heart of its local community. The school is committed to including all children. Inclusion pervades every nook and cranny of the school, an ethos and a culture that includes all members of the school community. I was impressed by the confident, respectful, mature, extremely well behaved and happy pupils and by the shared vision not only of the Head-teacher and the Senior Leadership Team but by all of the staff employed in the school, who are committed to inclusion in its broadest and best sense. It is clear to see that the children really enjoy coming to school. There is an excellent sense of care and nurture within the school and the community surrounding the school, where every member of the school is valued for who they are and what they might become.

From when they enter to the end of Key Stage 2 the pupils make good progress. Pupils who have special educational needs and/or disabilities and pupils who are eligible for the pupil premium also make good or better progress. The school is focused on improving the attainment and wider outcomes for all pupils and not just promoting the learning of the lowest achievers, as evidenced by Ofsted in December 2015 who stated, ***'Children start in the early years with a range of skills and knowledge, with the majority starting school with skills that are below those typical for their age. This is particularly the case in their communication, language and literacy skills. As a result of good teaching, children make good progress from their different starting points, and in 2015 the percentage of children achieving a good level of development was equal to other schools nationally'***.

Teachers plan very carefully to identify and meet the needs of all pupils utilising the support staff that are highly skilled and work as key professionals alongside teachers. Pupils say that they find their teachers' marking helpful and that it tells them what they have done well and what they need to do to improve. They are involved in setting their targets, in assessing their progress and know the targets that they are working towards.

There is a very rigorous monitoring process including formal classroom observations, scrutiny of pupils' work and of teachers' planning as the school continues to provide high quality provision across the board. However, there is also a commitment to staff well-being and nurture and a fair and supportive PM system. There are excellent relationships between the pupils, the staff and the Governors who are very much a part of the school. Every member of staff and adult who works in the school is a positive role model for the pupils modelling the behaviour which they expect, which I clearly saw during the assessment and in conversations with staff, parents, pupils and Governors. There is very much a family feel to the school. Behaviour in classrooms, around the school building, outside in the well maintained and equipped play areas, such as The HUB, an enclosed and safe play area that is shared between Holy Family Catholic Primary School, INTACT (Ingol and Tanterton Community Trust) community centre and INGOL, that are all situated on the same street with adjoining play areas at the back. The dual use and support shown in this regard is exemplary, pupils are extremely courteous, mature and respectful to each other, to staff and to visitors. There are excellent systems in place to support the children and their families. The school 'knows itself' really well and has the highest expectations of all members of the school.

Adults employed in the school feel valued not only by the Senior Leaders in the school but by the pupils and their parents. Teachers, and support staff work together as a team and support for children in the classroom is excellent. Physical access in and around the school is very good. Classrooms and corridors are bright and do not feel enclosed and they are full of attractive displays of children's current work that support the calm and nurturing learning environment. The school building is clean and well decorated and together with the excellent outside areas is free of litter. Pupils and staff use ICT and each classroom is equipped with an IWB, along with sets of ipads and netbooks. The school is very well resourced with good quality teaching and learning materials and pupils were seen to be able to access all of the resources they needed for their learning, especially the outdoors areas.

The parents I spoke to during the assessment were exceedingly positive about the school and that it is an open and honest place, where they feel comfortable, listened to and valued and where not only will their children be supported but they know they will be supported as a family. Parents said that they always receive a very warm welcome and that staff are willing to discuss any issues and support their children. School communication with them is very good and the school is proactive in letting them know how well their child is doing without them having to ask for the information all the time. One parent was quite vocal in her support of the school and the way in which they supported her daughter, with the head-teacher making home visits to support her daughter through a difficult period.

School governors visit the school as often as possible and are well informed about the work of the school and the progress that the children are making. The Governors I spoke to in school were very clear that 'this is a truly inclusive school' and that they will do everything they can to support this. Governors have first-hand knowledge of the work of the school through monitoring and evaluation visits and are known to pupils and parents through their visits to school.

### The key strengths of the school:-

- Inspirational and aspirational leadership across the school at all levels.
- Extremely professional, motivated and enthusiastic staff with a great enthusiasm and passion for teaching and the development of pupils learning abounds.
- Excellent use of pupil premium funding and tracking to support vulnerable pupils.
- Excellent support for staff and pupils at all level, including training and CPD as appropriate.
- Excellent displays of work that celebrate success in every classroom and corridor, with a focus on celebrating pupils' work and achievements.
- There is a very strong and stable Governing Body that is fully involved and integrated into the life of the school, actively promoting the inclusion policy of the school. Governors are well trained and knowledgeable about the school and provide both support and challenge to the school. They know that their contributions are valued by the school.
- Pupils come first and they are encouraged to do their best, irrespective of ability, disability, social background, ethnicity or gender, as a consequence, they achieve well or better.
- There is a vibrant feel to the school within an enjoyable, nurturing and purposeful learning environment that sets the tone for learning and enjoyment for the staff and pupils.
- The emotional and educational support for all pupils is an excellent feature of the school and is a key element of its success and why it is valued by the local community. Parents and families praised the school for regularly going beyond what is expected to ensure successful outcomes for the children and families.
- Staff morale is high and excellent relationships were evident throughout the visit between staff, pupils, parents and governors. Staff felt that there was a support network not only for pupils but also for staff and families which ensured the school was a happy place to be. There is very much a family feel to the school where everyone works to support each other to achieve the best for themselves and the pupils in their care.
- Pupils feel safe, nurtured and proud of their school and of the progress they make. They are happy, enthusiastic, well-motivated and feel included in the decision making process through the school council.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school consider applying for Centre of Excellence status, which I would fully endorse. This would be subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

**Assessor: Steve Gill**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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