

# Inspection of a good school: Ingleby Mill Primary School

Windmill Way, Ingleby Barwick, Stockton-on-Tees, Teesside TS17 0LW

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Inspection dates: 27 and 28 June 2023

## **Outcome**

Ingleby Mill Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy coming to school. They are proud to be part of Ingleby Mill Primary School. The school motto 'imagine, make a difference, persevere, succeed' acts as a guide for the whole school community. Pupils value the friendships that they make in school. Respectful and trusting relationships between pupils and staff support pupils' development into confident and well-rounded individuals.

Leaders have high aspirations and expectations for pupils. Pupils study an ambitious curriculum and achieve very well. They are well prepared for their next steps in education and beyond.

Pupils are considerate and thoughtful in their behaviour towards others. They give visitors a warm and friendly welcome to the school. In lessons, pupils behave well. They are curious and eager to learn. Pupils behave very well at less-structured times of the school day too.

Pupils feel safe and cared for. They understand the importance of equality and strive to make everyone feel included in school life. For example, older pupils act as reading buddies for younger pupils. Bullying is rare in the school. When it does happen, staff deal with it promptly and effectively.

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

Leaders have designed a curriculum which pupils find engaging and stimulating. They are ambitious for every child to succeed and achieve a high standard. Leaders have identified the key knowledge and skills that pupils need to learn in each subject. They have sequenced the curriculum so that pupils' knowledge builds logically. Children's learning in early years prepares them well for Year 1. For example, children learn to recognise the past and present through the stories they listen to, in anticipation of learning about significant historical figures in history in key stage 1.

Teachers have strong subject knowledge which they use to choose appropriate teaching activities. Well-planned activities help pupils to understand and remember subject content. Pupils revisit important concepts regularly. They apply concepts learned in one subject in other subject areas too.

Assessment in mathematics is rigorous. Teachers check pupils' learning during lessons. They spot errors and misconceptions quickly. Any gaps in learning are addressed straightaway. In some subjects, the checks leaders make on pupils' learning are less well established. This means that sometimes gaps in pupils' learning can go unnoticed. Leaders have identified the need to refine the use of assessment across the wider curriculum to evaluate how well pupils' knowledge is developing in these subjects.

Leaders are knowledgeable about special educational needs and/or disabilities (SEND). They identify pupils with additional needs swiftly. Teachers carefully adapt their teaching to ensure pupils with SEND access the same curriculum as their peers. For example, in mathematics, pupils use hands-on resources to locate right angles in the school grounds. This helps pupils to understand and identify perpendicular lines.

Leaders place a high priority on reading. In Nursery, children learn to recognise sounds so that they are ready to learn phonics in Reception. Leaders have recently invested in a new phonics programme. They have trained all staff in the new programme, ensuring that a common approach to teaching phonics has been quickly established throughout the school. Teachers make sure that pupils practise their reading using books that are closely matched to their phonic knowledge. Pupils who find reading challenging are effectively supported in extra sessions. There is more work to do to embed the phonics programme. Pupils sometimes do not participate fully in practising their sounds which hinders their progress in reading. Leaders have ensured that older pupils read a wide variety of texts in key stage 2. Consequently, pupils become enthusiastic and confident readers.

Pupils behave very well, both in and out of lessons. They display extremely mature and sensible attitudes. Leaders promote pupils' wider development through a comprehensive personal, social, economic and health curriculum. Pupils celebrate diversity and respect beliefs and opinions that differ from their own. They take the words of the school motto seriously and strive to 'make a difference'. For example, pupil leaders have organised numerous charity fundraising days for the NHS and Cancer Research

Leaders provide pupils with a range of clubs and visits. For example, pupils enjoyed taking part in the Stockton Book of the Year competition and visiting Durham Cathedral. Pupils feel confident in stepping outside their 'comfort zone' to try something new, safe in the knowledge that staff are always there to support them. Pupils value the insight they gain into various careers during the school's bright futures week. Pupils learn how to take care of their physical health and mental well-being in the annual health and fitness week.

Governors know the school well. They participate in training so that they are able to carry out their role effectively. Staff feel valued and supported by leaders. They appreciate the actions leaders take to reduce unnecessary workload and support flexible working. Parents and carers express very positive opinions about their child's experiences at school.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out the appropriate checks on adults' suitability to work with pupils thoroughly. New staff receive induction training, including safeguarding information. Regular training keeps staff's safeguarding knowledge up to date. This includes local risks such as county lines. County lines is where illegal drugs are transported from one area to another, usually by a child who is coerced into it by gangs.

Staff are vigilant to the signs that a pupil may be at risk of harm. They know how to record and report any concerns. Leaders responsible for safeguarding act on concerns in a timely manner. They work in partnership with external agencies such as children's services and the NSPCC to secure support for pupils.

Pupils learn how to keep themselves safe at school, at home or when online. They know they can talk to a trusted adult if they have any worries.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The checks that leaders make on pupils' learning in the wider curriculum are inconsistent. This means that leaders do not have a full understanding of how well pupils are learning the intended knowledge and skills. Leaders should develop their approach to evaluating the impact of the curriculum.
- Leaders have recently introduced a new phonics programme. There has not been sufficient time for it to become fully embedded. Some staff are not precise in their use of modelling in phonics sessions. Sometimes pupils do not join in with repeated practice, slowing their progress. Leaders should ensure that staff continue to receive the training needed to teach phonics consistently.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2012.

## 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

<b>Unique reference number</b>	130256
<b>Local authority</b>	Stockton-on-Tees
<b>Inspection number</b>	10255887
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	542
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Steve Watson
<b>Headteacher</b>	Beth Atkinson
<b>Website</b>	<a href="http://www.inglebymill.org.uk">www.inglebymill.org.uk</a>
<b>Date of previous inspection</b>	6 February 2018, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The school is much larger than an average-size primary school.
- The proportion of pupils with SEND receiving support is well below average.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: English, mathematics and history. To do this, they met with subject leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.
- The inspector also considered the use of assessment in computing and physical education.
- The inspector met with the headteacher, subject leaders and the special educational needs and disabilities coordinator.

- The inspector also met with governors and a representative of the local authority.
- To inspect safeguarding, the inspector scrutinised safeguarding records, including the single central record of recruitment checks.
- The inspector spoke to groups of pupils about their learning and experiences in school. The inspector also considered pupils' behaviour in lessons, around the school site and at lunchtime.
- The inspector took account of the responses to Ofsted's survey, Ofsted Parent View, the pupil survey and the staff survey, along with written comments from parents. Inspectors spoke informally to parents outside the school.

### **Inspection team**

Kate Morris, lead inspector

Seconded Inspector

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