

Ingol Community Primary School

Address: Whitby Avenue, Ingol, Ingol Cp School, 39 Whitby Avenue, PRESTON, Lancashire, PR2 3YP

Unique reference number (URN): 119239

Inspection report: 13 January 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Published outcomes show that pupils, including those who are disadvantaged, achieve well and are prepared for the next stage of their education. By Year 6, pupils typically produce work of a high standard, demonstrating a secure grasp of core skills in English and mathematics. They also build knowledge steadily across the rest of the curriculum and can confidently recall much of what they have learned.

Leaders have introduced effective, targeted strategies that help older pupils and those who join mid-year to close remaining gaps in their basic knowledge and skills in English and mathematics. Younger pupils generally gain these basic skills at a suitable pace, particularly in their ability to communicate. However, some of these pupils do not develop their writing skills at the same rate. This means that these pupils take longer to become fluent in their written expression and apply their spelling and handwriting skills inconsistently across the wider curriculum.

Attendance and behaviour

Expected standard 

Leaders have prioritised attendance. They have a secure understanding of the school's context and the specific needs of its families. Leaders use this information intelligently to implement successful strategies, such as use of the school minibus to collect pupils from home. These help to significantly reduce the barriers for those who previously found it difficult to attend regularly. As a result, pupils, including those who are disadvantaged, attend well, start their day promptly and value their time in school. Where attendance remains low for a small number of pupils, leaders take tailored and persistent action to secure improvement and support high levels of attendance.

Leaders have developed a calm, orderly and respectful environment. Staff uphold clear, well-established behaviour routines around the school, which pupils follow diligently. On the whole, pupils behave well in their classrooms and during social times. They respond readily to their teachers' instructions and typically demonstrate a positive attitude to their learning. Pupils show kindness and consideration towards others, which means that instances of bullying are rare. When such occurrences arise, leaders take swift and appropriate action to address pupils' concerns and prevent further issues. This ensures that pupils feel safe and secure when they are at school.

Curriculum and teaching

Expected standard 

Leaders ensure that pupils access a broad and balanced curriculum. They have maintained a secure understanding of the quality of teaching and make informed decisions to drive continual improvements. In recent years, leaders have steadily introduced new subject curriculums that better outline the ongoing expectations for pupils' learning. Leaders make sure that staff possess the subject knowledge required to deliver these curriculums effectively.

The school prioritises the teaching of essential skills in reading, writing and mathematics. This ensures that older pupils who may have fallen behind receive effective targeted teaching to help them catch up quickly. In the main, teachers implement successful strategies to extend pupils' spoken and written vocabulary. They typically model precise terminology and encourage pupils to use this in their work. However, staff do not consistently design activities for younger pupils well enough to help them secure their writing skills as soon as they could.

Leaders have established a deep understanding of the needs of disadvantaged pupils and those with special educational needs and/or disabilities. This insight generally supports staff to make reasonable adjustments and adapt their teaching effectively to reduce any barriers to learning. This support also extends to those known, or previously known, to social care, to ensure that these pupils benefit fully from their education.

Early years

Expected standard 

Leaders have established an early years curriculum that supports children's transition into school effectively. Staff have increased the profile and their focus on supporting children's essential reading, writing and language skills through the curriculum. This prioritisation has ensured that children are better equipped to converse well with others, recognise the sounds that letters represent and form letters accurately when they write. As a result, children are well placed to be ready for Year 1.

Staff have developed a caring environment where they typically engage well with children to develop their thinking and communication skills further. However, there are times when staff do not make the most of their daily interactions with children to extend and deepen children's learning. This occasionally prevents some children from furthering their knowledge and understanding as well as they could.

Leaders and staff have concentrated heavily on developing effective working relationships with parents and carers from the outset. This fosters positive partnerships between home and school that help to ensure that children settle in quickly when they join. It also enables the school to tailor its support for families to ensure that children can experience a positive education.

Inclusion

Expected standard 

Leaders have created an inclusive culture at the school. They go to great lengths to ensure that pupils receive opportunities to grow and flourish, regardless of their backgrounds or barriers. Leaders identify and assess pupils' individual needs quickly and accurately from the early years onwards. They understand what adjustments might be needed to help pupils succeed. They also ensure that staff receive the training required to adapt the delivery of the curriculum so that disadvantaged pupils can access their learning effectively.

Leaders use additional funding, such as the pupil premium, to provide appropriately targeted emotional and academic support. They evaluate the impact of this support sufficiently well. However, leaders and governors do not always evaluate the effectiveness of their pupil premium strategy with full rigour. This sometimes means that they do not refine their strategies as effectively as they could to ensure the maximum impact on pupils'

achievement. Despite this, disadvantaged pupils' achievement is positive and has steadily improved in recent years.

Leaders support vulnerable pupils and their families well. They work effectively with external professionals for the betterment of pupils' lives and to secure specialist support for those with complex needs. Leaders are currently working at pace to develop a more bespoke curriculum to help these pupils thrive.

Leadership and governance

Expected standard 

Leaders have established a clear and ambitious vision for the school that staff understand and share. Leaders generally have an accurate view of the school's performance and use this knowledge to drive improvement across the curriculum. Typically, leaders implement effective strategies to support pupils, including those who are disadvantaged. Overall, these actions have impacted positively on factors such as disadvantaged pupils' attainment and attendance, which are often similar to national averages.

Governors show a strong commitment to the school's inclusive values. They have an appropriate understanding of the school's context and their statutory duties, which helps them to provide sufficient levels of challenge and support. Governors typically identify and support the most pertinent development priorities, often making sensible financial decisions to direct school resources appropriately. However, governors are not as forensic as they could be in their evaluation of the effectiveness of some strategies, such as how leaders use the pupil premium. This sometimes limits their ability to hold leaders to account for the precise impact of their decisions and leaders' actions on pupil outcomes.

Leaders have prioritised the wellbeing and workload of staff through proactive and thoughtful management. They take steps to ensure that new initiatives do not place unnecessary or burdensome demands on teachers' time. Staff feel valued, reporting that leaders listen to their professional concerns and act upon them. Leaders, including governors, ensure that staff have ongoing access to a range of professional development and often coordinate these opportunities well with broader school aims and priorities.

Personal development and wellbeing

Expected standard 

Leaders have established a personal development programme that prepares pupils well for life in modern Britain. Through this programme, pupils learn age-appropriate content that builds their awareness of online and offline risks, ensuring that they understand how to navigate the digital world safely. Pupils also learn how to maintain their own mental and physical wellbeing. They are taught how to make healthy choices about their food and exercise.

Pupils develop an understanding of different beliefs and backgrounds. They recognise and respect the diverse cultures represented in modern Britain. Pupils have an appreciation of other fundamental British values and show some awareness of concepts such as democracy and the rule of law. Pupils generally engage thoughtfully with ethical issues and demonstrate a clear understanding of the difference between right and wrong. School staff foster a culture of cooperation and conflict resolution, which helps pupils to build effective

social skills and work harmoniously with others. Through roles such as school ambassadors, pupils also take on responsibilities and participate actively in their school community.

Leaders pay particular care and attention to ensure that the personal development programme supports disadvantaged pupils. They make the extra effort to ensure that all pupils get the support needed to access the same breadth of extra-curricular experiences. This ensures that pupils consistently benefit from opportunities such as educational trips, theatre and museum visits, and travelling pantomime productions performed at school. It also means that many pupils frequently attend the wide range of extra-curricular clubs on offer, such as sports, music and crafts.

What it's like to be a pupil at this school

From the early years upwards, pupils achieve well through a curriculum that they thoroughly enjoy. Many pupils join the school at various points in the year. Leaders get to know these pupils quickly and ensure that all feel welcome and fully included in school life. Swift support from leaders ensures that pupils, including those who are new or are disadvantaged, go on to achieve well from their individual starting points. Pupils typically attain in line with their national peers.

Staff have established a safe and secure environment where pupils feel valued. They care deeply about pupils' wellbeing. Pupils trust staff to look after them and know that adults resolve instances of bullying effectively. However, these instances are rare because pupils get along and seldom fall out. This is equally true for children in the early years. Pupils like school and are keen not to miss out on their education. This positive attitude means that pupils typically attend well.

Leaders have created numerous opportunities for pupils to take part in enriching activities, such as the choir and sporting competitions. They access a wide range of curriculum trips and engage well with community initiatives that help to develop their sense of citizenship. These experiences, combined with a nurturing environment, ensure that pupils are personally and academically well prepared for the next stage of their education and for life in modern Britain.

Next steps

- Leaders should ensure that staff consistently design suitable learning activities and support pupils effectively so that pupils develop secure fundamental writing skills as quickly as possible.
- Leaders should ensure that staff develop the expertise to support and extend children's learning and wider development in the early years through consistently high-quality interactions.
- Governors should develop their knowledge and skills to consistently identify the most

important school improvement priorities and better oversee the school's work, including the pupil premium strategy, to ensure that it results in the intended improvements for pupils.

About this inspection

The chair of the board of governors in this school is Charlie Stewart.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders, including the special educational needs and disabilities coordinator (SENDCo), during the inspection. An inspector spoke with a representative of the local authority. The lead inspector spoke with a group of governors that did not include the chair of the governing body.

Inspectors visited lessons, spoke with pupils and looked at curriculum information and pupils' workbooks. They reviewed school documentation, which included the school's self-evaluation document, the school development plan, external quality assurance visit records, and governing body meeting minutes records.

There were no responses to Ofsted's online survey for pupils. However, inspectors sought their views in person through various activities. Inspectors considered the responses to Ofsted's online survey for staff and Ofsted Parent View, including the free-text comments.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provision.

A number of new staff have been appointed since the previous inspection. This includes several teachers. A new deputy headteacher, who is also the SENDCo, and a new assistant headteacher are now in post.

Headteacher: Naomi Parkinson

Lead inspector:

David Spruce, His Majesty's Inspector

Team inspectors:

Debbie Withey, Ofsted Inspector

Alison Dickinson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

200

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

53.50%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.50%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

16.00%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	61%	Close to average
2024/25 (revised)	70%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	54%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	74%	Close to average
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	54%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Close to average
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	65%	72%	Below
2022/23 (final)	64%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	77%	73%	Close to average
2022/23 (final)	71%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	46%	Close to average
2024/25 (revised)	56%	47%	Close to average
2023/24 (final)	58%	46%	Above
2022/23 (final)	44%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	62%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	75%	63%	Above
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	44%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	57%	59%	Close to average
2024/25 (revised)	56%	59%	Close to average
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	56%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	60%	Close to average
2024/25 (revised)	69%	61%	Close to average
2023/24 (final)	68%	59%	Close to average
2022/23 (final)	61%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	68%	-15 pp
2024/25 (revised)	56%	69%	-13 pp
2023/24 (final)	58%	67%	-10 pp
2022/23 (final)	44%	66%	-22 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	62%	80%	-17 pp
2024/25 (revised)	75%	81%	-6 pp
2023/24 (final)	68%	80%	-11 pp
2022/23 (final)	44%	78%	-34 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	57%	78%	-21 pp
2024/25 (revised)	56%	78%	-22 pp
2023/24 (final)	58%	78%	-20 pp
2022/23 (final)	56%	77%	-22 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	80%	-14 pp
2024/25 (revised)	69%	81%	-12 pp
2023/24 (final)	68%	79%	-11 pp
2022/23 (final)	61%	79%	-18 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	6.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	16.6%	13.3%	Close to average
2023/24 (3 term)	20.2%	14.6%	Above
2022/23 (3 term)	16.9%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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