

Ingleton CofE Primary School

Inspection report

Unique Reference Number	114225
Local authority	Durham
Inspection number	378815
Inspection dates	18–19 October 2011
Reporting inspector	Gordon Potter

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	70
Appropriate authority	The governing body
Chair	Steve Leech
Headteacher	Judith Pressley
Date of previous school inspection	23 March 2009
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed eight lessons taught by four teachers, conducted visits to lessons with the headteacher and held meetings with representatives of the governing body, representatives from the local authority, staff, parents and carers, and groups of pupils. They observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data and monitoring records. They also scrutinised the 30 questionnaires returned by parents and carers as well as questionnaires from pupils and staff.

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

- How far a stimulating curriculum and good teaching across school enable all groups of pupils to make good progress.
- How much impact recent strategies to increase progress and raise attainment are having.

Information about the school

This school is much smaller than the average sized primary school. Most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils with special educational needs and/or disabilities is above average. More pupils enter or leave the school at times other than the usual than is found nationally. The school has achieved Activemark, Healthy School status and Investors in People. A private company, limited by guarantee and organised by the school, provides out-of-school care in the form of a breakfast and an after-school club, which will be inspected and reported on separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Outcomes for pupils are outstanding. Pupils' behave exceptionally well and their awareness of being healthy and fit is outstanding, as is their contribution to the school and wider community. All staff provide exceptionally sensitive care, guidance and support which ensure that pupils' well-being and personal development are promoted extremely well, and that pupils are happy and feel extremely safe. Pupils' attendance is above average and they have an outstanding understanding of workplace skills. Pupils have an exceptionally strong sense of how to help others, a mature understanding of other faiths and cultures, and a highly developed awareness of life in other countries. This, together with the school's development of pupils' interest in the environmental richness of the local area and its outstanding promotion of community cohesion, enhances pupils' spiritual, moral, social and cultural awareness which is outstanding.

Well-judged initiatives ensure that overall good teaching engages pupils and helps them to make good progress. The good curriculum provides a range of memorable experiences and has a strong emphasis on developing pupils' basic skills in English and mathematics. Attainment and the rates at which pupils make progress in mathematics and English have risen, after a decline in recent years. This is as a result of teachers having a clear understanding of pupils' skills and abilities. However, progress remains slower in mathematics than English because the use of data to plan work, which has been so successful in improving pupils' writing, has not as yet been fully embedded in the teaching of mathematics. Accordingly, activities in mathematics occasionally lack pace and challenge and pupils say that they have too few opportunities to apply their mathematical skills. Marking is consistent across school and tells pupils how well they have done and how to improve. However, teachers do not always allow pupils sufficient opportunities to act upon this advice.

The school has good arrangements to engage with parents and carers, and, accordingly, they are highly supportive of the school. Excellent partnerships with outside agencies encourage creative, enterprise and team working skills and there are highly effective links to support pupils with a range of complex needs. The governing body has an exceptionally clear picture of how to drive school improvement and offers outstanding support and challenge. The school's accurate self-evaluation and its success in raising attainment, demonstrate its good capacity to improve. It provides outstanding value for money.

What does the school need to do to improve further?

- By the summer of 2012, further increase the rates at which pupils make progress and raise pupils' attainment to higher levels, particularly in mathematics, by:
 - ensuring that pupils have opportunities to act upon advice about how to improve their work
 - ensuring that data are used well so that teachers plan work that is well matched to the needs of individual pupils and offers appropriate pace, challenge and interest.

Outcomes for individuals and groups of pupils

1

The extent to which pupils achieve and enjoy their work is good. Pupils have excellent attitudes, are extremely courteous, form very positive relationships and show great keenness to do well in their work. They especially enjoy challenging and lively activities, such as building an Anderson Shelter with materials sourced through their links with local businesses, and projects linked to visits to museums and the theatre. They enjoy exploring life in different countries and communicating with children in Zambia, which helps to develop their writing skills. Pupils achieve well in science, art, gymnastics, music, sport and the humanities.

Although year groups vary in this small school, the skills and abilities with which children join the Early Years Foundation Stage are typically in line with expectations overall. While attainment fluctuates because of high levels of pupil mobility, it is typically broadly average at the end of Year 6. However, as a result of improvements to assessment and the quality of teaching, evidence seen during the inspection indicates that pupils currently in school have above-average attainment and make good progress regardless of when they join the school. Pupils with special educational needs and/or disabilities make good progress because of the skilful support and teaching they receive.

Pupils are exceptionally aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their very enthusiastic involvement in physical education and the fact that many pupils enjoy a healthy school meal. They care for one another remarkably well, have great respect for each other and for the adults in the school, and say they feel extremely safe. Pupils are confident that they know exactly what to do if they have a concern.

Pupils make a highly positive contribution to the school community through the school council, which discusses and enacts improvements in school, such as the purchasing of playground equipment or helping to appoint new staff. It meets regularly and plays a major role in helping pupils to behave exceptionally well and feel extremely safe. Pupils support a wide range of charities and participate in competitions with other local schools. They also engage in activities in the village which celebrate local life and rural traditions and help to develop the environment. There are close links with the local church and older village residents.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	1

How effective is the provision?

Teachers make it clear to pupils what they will learn and how they will know if they have succeeded. They employ new technology well to engage pupils and to plan effective opportunities for pupils to learn through practical activities, including experiments and games. Teachers use questions well to ascertain what pupils already know and check that they have made progress. There are very strong relationships and teachers and teaching assistants interact well with pupils to support them in their learning. Occasionally, the pace of learning drops because introductory activities go on too long and pupils are prevented from getting on with tasks or exploring together. While marking is used well to tell pupils how to improve their work, opportunities are sometimes missed for pupils to act upon that advice.

The curriculum contributes to pupils' good progress by offering a range of stimulating activities, which are increasingly helping them to see the links between subjects and to develop and apply important skills, including those of teamwork and enterprise. For example, work on the Second World War, the Egyptians and life in Japan and Africa, successfully develops imagination, creativity and research skills. Occasionally, work is not well matched to the abilities of individual pupils and does not offer sufficient challenge or excitement. There are highly effective procedures to encourage pupils' enthusiasm for reading and there has been an increase in opportunities for pupils to write at length. Well-planned enrichment activities, include visits to residential centres and to museums, visits from religious groups and opportunities to work with artists, writers and sports coaches. These help to develop pupils' skills in sport and art and their understanding of environmental issues and other faiths and cultures. There are many popular extra-curricular clubs, which promote learning and enjoyment in sport, the arts and environmental activities, including gardening and cooking, and looking after the school's animals.

The extremely effective work of all staff ensures that pupils' individual needs are recognised and that extremely effective strategies are put in place to help those

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

pupils who have a range of complex learning, social and emotional needs, and their families. Well-established and highly effective practices involve parents and carers when their children enter school, move from class to class and transfer to secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The highly experienced and well-respected headteacher is strongly committed to driving improvement. She has established a strong complementary working relationship with the deputy headteacher and they have rigorously pursued and implemented strategies that have reversed a decline in attainment and improved the rate at which pupils make progress. All staff have clearly defined roles and responsibilities and are enthusiastic about their contribution to the development of key areas of the curriculum. They welcome these opportunities to contribute to decision making and to the very detailed school improvement plan and appreciate opportunities to advance their own professional development. The school obtains much information about pupils' progress and attainment, which it uses effectively to improve pupils' reading and writing. This information is not used as well to match work to pupils' individual learning needs or to offer pupils clear targets for improvement in mathematics. The governing body offers outstanding support and challenge to the school and has developed highly effective procedures to monitor pupils' learning, which have had a major impact on school improvement.

The school's arrangements for safeguarding pupils are good, as all aspects meet government requirements and are rigorously monitored and reviewed to ensure pupils' safety. Arrangements to ensure that child protection issues are acted upon rapidly and sensitively are excellent. The school has introduced a range of effective initiatives to involve parents and carers in their children's learning and regular information about their children's progress. It also has exceptionally effective links with outside agencies to support the pupils' wide ranging needs and to develop learning opportunities. There is a clear commitment to promoting equal opportunities and to ensuring that discrimination against any group is avoided at all times. The school is proud of its inclusive nature and makes an outstanding contribution to community cohesion. The sense of community in the school is exceptionally strong and there are excellent links with the local community. Pupils have a highly developed understanding of the United Kingdom as a diverse, multicultural society and of life in other countries.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Effective and enjoyable interventions by all adults are skilfully directed to develop skills in counting and shape recognition so that children make good progress from their starting points. There is a particularly strong focus on developing early reading skills and children make rapid progress in linking sounds and letters. Children particularly enjoy creative activities, construction and role play, especially playing as teachers in the classroom. There is a clear commitment to outdoor learning and children enjoy playing in the sandpit, exploring together, and finding out about rivers and streams. Occasionally, opportunities are missed for children to learn through activities that are clearly directed at promoting the early learning goals, rather than through direct teaching.

Children develop independence and a strong understanding of how to stay healthy, through easy access to healthy snacks and drinks. Staff ensure that requirements regarding children's safety are rigorously met. They encourage children to share, to take turns and to behave extremely well. The Early Years Foundation Stage leader has a clear understanding of how children learn and has a strong relationship with the teaching assistant so that work is well planned and based on close observations of children's learning. Extremely positive partnerships with parents and carers enable children to settle quickly into the Reception class. The learning journeys, in particular, help parents and carers to understand how well their children are progressing.

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

Approximately two fifths of parents and carers responded to the questionnaire, which is more than typical nationally. The respondents strongly support the school and its leaders. They feel that teaching meets their children's needs, that their children enjoy school and that it keeps them safe. The inspection findings reflect these very positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ingleton CofE 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 inspector received 30 completed questionnaires by the end of the on-site inspection. In total, there are 70 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	70	9	30	0	0	0	0
The school keeps my child safe	20	67	9	30	1	3	0	0
The school informs me about my child's progress	16	53	11	37	2	7	0	0
My child is making enough progress at this school	18	60	9	30	1	3	0	0
The teaching is good at this school	20	67	8	27	0	0	0	0
The school helps me to support my child's learning	16	53	12	40	2	7	0	0
The school helps my child to have a healthy lifestyle	19	63	10	33	0	0	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)	17	57	11	37	1	3	0	0
The school meets my child's particular needs	19	63	9	30	1	3	0	0
The school deals effectively with unacceptable behaviour	19	63	7	23	2	7	1	3
The school takes account of my suggestions and concerns	14	47	13	43	1	3	1	3
The school is led and managed effectively	17	57	10	33	1	3	1	3
Overall, I am happy with my child's experience at this school	20	67	8	27	1	3	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 are 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 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.



20 October 2011

Dear Pupils

Inspection of Ingleton CofE Primary School, Darlington, DL2 3JE

On behalf of the inspection team, thank you for making us so welcome when we inspected your school.

You go to a good school and your teachers know how to make it even better. We were very impressed by your exceptional behaviour and politeness, and the excellent care and respect you have for one another. We also admired your outstanding understanding of how to stay healthy and your knowledge about life in other countries and the world of work. Your teachers take outstanding care of you. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and clubs. However, you also said that you would like to do more activities in your lessons that are investigative and exciting. Your parents and carers like the school very much.

Your teachers have agreed that they should do the following things to help your school to improve even more:

- help you to reach higher standards at the end of Year 6, particularly in mathematics, by making sure that all the information that teachers have about how well you are doing is used to plan work that is exciting and at the right level of challenge for all of you
- make sure that you have opportunities to act upon the advice your teachers give you when they mark your work.

You can help by continuing to do your best. We wish you every success in the future.

Yours sincerely

Gordon Potter
Lead Inspector

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