

Ingleby Arncliffe Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121618
Local authority	North Yorkshire
Inspection number	380285
Inspection dates	13–14 December 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 aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	21
Appropriate authority	The governing body
Chair	Philip Bailey
Headteacher	Gwyneth Gulliman
Date of previous school inspection	25 February 2009
School address	Ingleby Arncliffe Northallerton DL6 3NA
Telephone number	01609 882432
Fax number	01609 882432
Email address	admin@inglebyarncliffe.n-yorks.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

This inspection was carried out by one additional inspector. The inspector observed teaching and learning in three lessons taught by three teachers, including joint lesson observations with the headteacher. In addition, he conducted short visits to several classes with the headteacher. The inspector held meetings with representatives of the governing body, staff, pupils, parents and carers, and a local authority officer from Quality and Improvement. He 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. He also scrutinised the 14 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 effectively the curriculum and teaching enable all groups of pupils to make good progress.
- How clear an understanding pupils have of the United Kingdom as a diverse, multicultural society and of life in other countries.

Information about the school

This school is much smaller than the average-sized primary school. All pupils are from White British backgrounds. No pupil is known to be eligible for free school meals. The proportions of pupils with special educational needs and/or disabilities and of those with a statement of special educational needs are average. The school has achieved Activemark and Healthy School status. The Reception class in the Early Years Foundation Stage is taught alongside pupils in Key Stage 1 in the morning and with all pupils in the afternoon.

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 sensitive care and support which ensure that pupils' well-being and personal development are promoted well, and that pupils are happy and feel extremely safe. Pupils have an exceptionally strong sense of how to help others, a mature understanding of Christianity and 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' excellent spiritual, moral, social and cultural development.

Attainment fluctuates in this small school and has been below average. However, it was high for pupils in the assessments for eleven-year-olds in 2011 and evidence seen during the inspection indicates that the attainment of pupils currently in the school is above average. Overall good teaching engages pupils and helps them to make good progress. Children make a flying start in the Early Years Foundation Stage as a result of extremely skilful teaching, particularly of calculation, of linking sounds and letters, and of reading and writing. Accordingly, pupils enjoy reading and writing throughout school and make rapid progress in these skills. The good curriculum offers many memorable experiences which help pupils to see the links between subjects and develop their skills in English and mathematics. While this approach is highly effective, opportunities are missed to develop it further and to offer pupils even more occasions to work together in open-ended, investigative and stimulating activities in mathematics and English. Teachers have a clear understanding of pupils' skills and abilities. However, this knowledge is not used consistently to plan work that offers sufficient challenge for all pupils. Marking is done regularly but it does not always tell pupils how to improve their work. While pupils have long-term targets, these relate to their age and not their ability, and they lack the detailed targets which would help them to take the next steps in their learning.

The school has excellent arrangements to engage with parents and carers, and, accordingly, parents and carers are highly supportive of the school. Good partnerships with outside agencies encourage creative, enterprise and teamwork skills and there are highly effective links to support pupils with a range of complex

needs. The governing body has a very clear picture of how to drive school improvement and offers good support and challenge. The school's accurate self-evaluation and its success in raising attainment and improving the Early Years Foundation Stage, demonstrate its good capacity to improve. It provides outstanding value for money.

What does the school need to do to improve further?

- Ensure that pupils make even more rapid progress and raise their attainment, by:
 - providing pupils with even more opportunities to solve problems and apply their skills in writing and mathematics in practical, exciting and investigative activities in subjects across the curriculum
 - using assessment information more effectively to ensure that work is matched accurately to the needs of individual pupils and lessons offer more pace and challenge
 - giving pupils advice on how to improve their work, and clear targets showing the next steps that will help them understand how to achieve the next level in their learning.

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 working with the secondary school to explore Indian craft and cooking, and their work in school on using information and communication technology (ICT) to research and present information about the Second World War. They enjoy exploring other faiths and cultures and life in different countries, especially India. Pupils achieve well in art, music, sport and humanities.

Although year groups vary in this small school, the skills and abilities with which children join the Early Years Foundation Stage are, in most years, in line with the typical expectations for this age. While attainment fluctuates at the end of Year 6, evidence seen during the inspection indicates that pupils currently in school have above-average attainment and have made good progress from their starting points. 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. This is particularly evident in the way older pupils work alongside younger children in lessons and care for them on the playground. They 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 in the event of 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. 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, in activities in the village which celebrate local life and develop the environment. They have contributed to the development of the local village playground, for example. There are close links with the local churches and older residents who have spoken to pupils about their war-time experiences. Above-average attainment and above-average levels of attendance, allied to high aspirations and strong personal qualities, mean that pupils are well prepared for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	2
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	
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	2
Taking into account:	2
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers make it clear to pupils at the start of lessons what they will learn and how they will know if they have succeeded. They plan effective opportunities for pupils to learn through practical activities, including designing and making, games and working outdoors. Teachers use questions well to ascertain what pupils already know and check that they have made progress, working alongside them to check understanding. Positive features common to all lessons include strong relationships and the focused attitudes of the pupils. Occasionally, work is not well matched to the abilities of individual pupils and does not offer sufficient challenge or pace. Marking is done regularly and tells pupils how successful they have been in specific tasks. It is used less well to tell pupils how to improve their work or to give them clear targets which would help them to take the next steps in their learning.

The well-planned curriculum contributes to pupils' good progress by offering stimulating activities which help them to see the links between their learning in different subjects and to develop and apply important skills, including working as a team and using ICT. While this approach is highly enjoyed by pupils, opportunities are missed to challenge them more through open-ended investigative problem-solving activities. There are highly effective procedures to encourage pupils'

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

enthusiasm for reading. While there has been an increase in opportunities for pupils to write at length, teachers miss chances for them to write even more frequently. Well-planned enrichment activities, including visits to residential centres and to museums, visits from religious groups and opportunities to work with musicians, help to develop pupils’ skills in singing and music, and their understanding of environmental issues and other faiths and cultures. There are many popular extra-curricular clubs which promote learning and enjoyment in sporting, arts and environmental activities, including gardening and cooking.

The commitment to care by all staff ensures that pupils’ individual needs are recognised and that effective strategies are put in place to help those 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	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The highly experienced and well-respected headteacher is strongly committed to driving improvement. She has established a strong team ethos in this small school and all staff have rigorously pursued and implemented strategies that have reversed a decline in attainment. All staff have clearly defined roles and responsibilities and are enthusiastic about their contribution to the development of key areas of the curriculum, but the skills of the Early Years Foundation Stage leader are not always used to full advantage to extend and develop the curriculum of the older pupils. Staff welcome 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’ attainment but this information is not used as fully as it could be to match work to pupils’ individual learning needs or to offer pupils clear targets for improvement. The governing body offers good support and challenge to the school and has developed highly effective procedures to monitor learning and attainment which have had a strong 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. The school has introduced a range of highly effective initiatives to involve parents and carers in their children’s learning and offer regular information about their children’s progress. It also has 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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
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

Highly effective teaching is skilfully directed to develop skills in counting, calculation, speaking and listening and linking sounds and letters, and helps children to make excellent progress from their starting points. The Early Years Foundation Stage leader has a very clear understanding of how children learn. She uses detailed analysis of children’s skills and abilities to provide activities, both indoors and outdoors, which challenge and stimulate them and which are clearly linked to learning goals. Children flourish when engaged in creative activities such as construction, using ICT and imaginative play, in a lively and caring environment. They particularly enjoy measuring and making bird feeders which help them understand about local wildlife and develop their early reading and writing skills. The leader is very conscious that in this small school, children need to socialise with pupils of all ages. Accordingly, they benefit from learning and playing with older children and respond by becoming extremely caring and confident individuals.

A range of healthy snacks and drinking water, opportunities for exercise and clear guidelines for hand-washing help children to develop an excellent understanding of how to stay healthy. Staff ensure that requirements regarding children’s safety are rigorously met. There are highly effective partnerships with parents and carers and pre-school providers that enable children to settle quickly into the Reception class and allow parents and carers to understand how well their children are progressing, especially through children’s learning journals.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

Two thirds of parents and carers responded to the questionnaire, which is above the proportion found nationally. The respondents strongly support the school and its leaders and how they meet their child's needs, ensuring their child enjoys school, is healthy and safe.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ingleby Arncliffe Church of England Voluntary Aided 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 14 completed questionnaires by the end of the on-site inspection. In total, there are 21 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	100	0	0	0	0	0	0
The school keeps my child safe	13	93	1	7	0	0	0	0
The school informs me about my child's progress	7	50	7	50	0	0	0	0
My child is making enough progress at this school	7	50	7	50	0	0	0	0
The teaching is good at this school	9	64	5	36	0	0	0	0
The school helps me to support my child's learning	8	57	6	43	0	0	0	0
The school helps my child to have a healthy lifestyle	12	86	2	14	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)	7	50	4	29	0	0	0	0
The school meets my child's particular needs	7	50	7	50	0	0	0	0
The school deals effectively with unacceptable behaviour	9	64	5	36	0	0	0	0
The school takes account of my suggestions and concerns	8	57	6	43	0	0	0	0
The school is led and managed effectively	9	64	5	36	0	0	0	0
Overall, I am happy with my child's experience at this school	13	93	1	7	0	0	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.



15 December 2011

Dear Pupils

Inspection of Ingleby Arncliffe Church of England Voluntary Aided Primary School, Northallerton, DL6 3NA

Thank you for making me so welcome when I inspected your school. I enjoyed talking to you very much and listening to your singing.

You go to a good school and your teachers know how to make it even better. I was very impressed by your exceptional behaviour and politeness and the excellent care and respect you have for one another. I also admired your outstanding understanding of how to stay healthy and your knowledge about other faiths and cultures and life in other countries. Your teachers take good 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. Your parents and carers like the school very much. Your teachers have agreed with me that they should do the following things to help your school to improve even more:

- helping you reach higher standards at the end of Year 6, by providing more opportunities for you to apply your skills, investigate together, solve problems in mathematics and have even more opportunities to write
- making sure that all your lessons have pace and challenge
- making sure that all the information that teachers have about how well you are doing is used to plan work that is at the right level for all of you
- making sure that you have clear advice about how to improve your work and clear targets which help you to reach the next level in your learning.

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

Yours sincerely

Gordon Potter
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**