

Ingleby Greenhow Church of England Voluntary Controlled Primary School

Ingleby Greenhow, Great Ayton, Middlesbrough, North Yorkshire, TS9 6LL

Inspection dates 1 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All pupils at this very welcoming and caring school become confident and highly motivated learners.
- Pupils' achievements are good because the work that they are given to do and the care they receive from the staff is exceedingly well matched to their individual needs.
- Teaching is good because the teaching staff provide very structured lessons that cater well for the large age range and the very wide ability range in each class.
- Pupils' behaviour is outstanding. They get along exceptionally well together and show very high levels of respect to adults. They are excellent ambassadors for their school.
- The very dedicated team of staff and governors ensures that this school meets the needs of all of its pupils well and has the drive to make it even better.

It is not yet an outstanding school because

- Pupils could be helped to improve their work even more quickly.
- Leaders do not always use the school's data and evaluation processes rigorously enough to plan for further improvement.

Information about this inspection

- Inspectors observed five lessons and made a number of short visits to other lessons. They heard pupils read and looked at the work in their books.
- Meetings were held with different groups of people involved in the school. These included pupils, parents, members of the governing body, the headteacher and the teaching and administrative staff in the school.
- Inspectors took into account the 13 responses to the online questionnaire (Parent View) and the school's recent parent survey.
- Inspectors looked at the work of the school and a number of documents, including the school's data on pupils' current progress, documents relating to planning for improvement and procedures for checking the quality of teaching, documents concerning to safeguarding and records relating to behaviour and attendance.

Inspection team

Barbara Hudson, Lead inspector

Additional Inspector

Peter Bailey

Additional Inspector

Full report

Information about this school

- This is a much smaller than average sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils supported at school action is well above average. The proportion of pupils supported at school action plus or with a statement for special educational needs is also well above average.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- The headteacher teaches four days a week.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Help pupils to improve their work even more quickly by:
 - ensuring pupils further develop their literacy and numeracy skills by working towards their targets areas in all appropriate lessons
 - giving pupils time to improve pieces of work that they have completed
 - providing the more able pupils with more opportunities to investigate problems and come up with their own solutions.
- Improve the way in which the school's data and evaluation procedures are used to highlight trends, and to plan very specific actions for the development of the school's work with more easily measurable targets.

Inspection judgements

The achievement of pupils is good

- This school caters exceptionally well for the wide range of differing abilities ensuring that pupils of all abilities and backgrounds make good progress from their individual starting points.
- As a result of very small numbers in each year group and pupils' vastly differing abilities, standards fluctuate year on year. Overall, when children enter the Reception Year some of their skills are well below the level expected for their age. The school is very aware of the significant differences in pupils' abilities and makes very good provision within their lessons to cater for all, including those who are more able. Pupils make good progress as they move through the school and leave Year 6 with standards that are similar to those nationally in reading, writing and mathematics.
- All groups of pupils make good progress. They make good progress in reading and spelling because of the school's effective way of teaching letters and sounds to help them read and write unfamiliar words. However, pupils have insufficient opportunity to use their literacy and numeracy targets in all lessons. More-able pupils do not always have enough opportunities to investigate and find their own solutions to some problems.
- Pupils supported by school action and school action plus or with a statement make good progress from their individual starting points. This is because the teaching staff provide work and care that is very well tailored to their individual needs.
- Pupils who are eligible for the pupil premium make good progress because the funds allocated to the school are well used to provide additional resources. Although there are very few pupils known to be eligible for free school meals, the school's data indicates that their attainment is similar to their peers.

The quality of teaching is good

- There are many strengths in the good teaching. In particular, the excellent relationships between the teaching staff and the pupils, the way teachers organise lessons so that every pupil has work that is well matched to their ability and the team work between teachers and teaching assistants, ensure all pupils get excellent support.
- In the best lessons, the questions that teachers ask the pupils are very searching with the objective of seeing how much has been understood. The explanations and instructions are succinct and explicit, which means that pupils can quickly get on with their work. An excellent example of this was in the Early Years Foundation Stage and Key Stage 1 class where pupils were linking their mathematical and geographical skills together as they worked out co-ordinates on maps.
- Lessons are very structured and this ensures that all pupils make good progress. Pupils, particularly those who are more-able, are not given enough opportunities to investigate and solve problems, resulting in progress being less than outstanding.
- Teachers' marking of pupils' work is good. It informs the pupils of what they have done well and provides them with suggestions as to how they can improve their work. Time, however, is not given for pupils to reflect on these comments or to improve the piece of work or subsequent pieces of work.
- The teaching of reading, writing and mathematical skills is good. Teachers' subject knowledge is very good and they apply this well when providing pupils with tasks to complete. The use of pupils' literacy and numeracy targets, however, is restricted to 'target-time' lessons so pupils do not apply their targets in other lessons. This results in progress not being as fast as it could be.
- Pupils say they enjoy their lessons very much because they are interesting and the work that they are given to do is just right, not too hard and not too easy.
- Parents are very appreciative of the good quality teaching, care and support that their children

receive.

The behaviour and safety of pupils are outstanding

- Pupils are very courteous, friendly and welcoming. They are very happy and appreciate the support that they receive from each other and the staff. The very caring and thoughtful atmosphere that pervades the school was summed up by one pupil's comments: 'I have recently come to this school. Everyone has been so friendly and I can trust all the children and the teachers.'
- Pupils say that they enjoy school very much and this is demonstrated in their well above average attendance.
- The teaching staff are very adept at ensuring pupils have high standards of behaviour. This is rewarded by pupils being very keen to learn and showing immense pride for their school.
- Pupils say that they feel exceedingly safe. They are insistent that no form of bullying occurs in their school. They also talk about how the teachers help them to keep safe beyond school, through telling them how to keep safe on computers and in their community.
- Parents are exceedingly positive about the behaviour and safety in the school.

The leadership and management are good

- Dedicated leadership by the headteacher has developed an ambitious team of staff and governors who work well together to get the best that they can for each individual pupil in their care. The very strong links with parents, the church and the local community ensure that the school is an important part of the village.
- The school places children at the centre of its work. The staff are vigilant when applying the school's safeguarding policies, which meet statutory requirements. They are very careful to ensure that each individual child, whatever their ability or background, has equality of opportunity for success and no one is discriminated against.
- Since the last inspection the school has made good progress. The school has increased in the number of pupils attending. The teaching staff have received very effective training to ensure that they can meet the needs of all pupils, particularly those pupils who have significant learning needs.
- The rigorous checks on the quality of teaching and effective feedback help the teaching staff to improve their work further. Performance management is integrated well and is put to good use in the process to award any increases in salary.
- Overall, leaders' plans for future developments are appropriate. However, leaders do not always use the school's information as well as they could in order to get an overview of the whole school. This results in the areas for improvement not being specific enough. The targets are not sufficiently measurable to evaluate easily whether they have been achieved successfully.
- Pupils enjoy a good curriculum. They have many excellent opportunities to develop their spiritual, moral and social development.
- The school has very positive links with the local authority.
- The school has excellent links with parents and the local community. Parents are very appreciative of the education their children receive at the school.
- **The governance of the school:**
 - The governing body have a very good understanding of the school's strengths and weaknesses, and about the quality of teaching and arrangements for managing the performance of staff. This is because the headteacher provides them with detailed information. They check data on pupils' progress, and ensure that pupil premium funding is used to good effect. The governing body is supportive and also challenging. The members of the governing body are very effective in fulfilling their duties and responsibilities.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121503
Local authority	North Yorkshire
Inspection number	403466

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	42
Appropriate authority	The governing body
Chair	Brian Wilcox
Headteacher	Gillian Bottomley-Trillo
Date of previous school inspection	16 April 2008
Telephone number	01642 722675
Email address	admin@inglebygreenhow.n-yorks.sch.uk

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