

# Skipton, Ings Community Primary and Nursery School

Broughton Road , Skipton, North Yorkshire, BD23 1TE

## Inspection dates

11 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school which requires special measures

- Pupils' achievement is inadequate because across the school, too many pupils make inadequate progress from their starting points.
- Pupils' attainment in English and mathematics is too low. Apart from in 2011, attainment at the end of Key Stage 1 and 2 has been significantly below average every year since 2009. It remains exceptionally low in mathematics in all year groups.
- Teaching, over time, is inadequate. Pupils are given too little guidance on how to improve their work. Misunderstandings are not dealt with quickly enough. As a result, pupils, especially the more able pupils, do not achieve all that they could.
- Pupils' attitudes to learning are inadequate. This often reflects in their poor presentation of work. Teachers' expectations of pupils' attitudes and the standard of pupils' work are too low. As a result, attainment remains too low and not rising quickly enough.
- In some lessons, activities do not interest all pupils and so their concentration and behaviour wane and their learning is too slow.
- Attendance is low and is not improving quickly enough. Too many parents take their children on holidays during term time. This adversely impacts on pupils' progress.
- Systems which track the performance of both teachers and pupils are weak. Leaders at all levels do not monitor the quality of teaching rigorously or accurately enough. Actions to tackle weaknesses in teaching are ineffective. Plans to improve the school lack precision and are not followed through with enough urgency.
- The governing body does not have the knowledge and skills necessary to hold the school to account.
- The school's performance has declined since the previous inspection and the capacity to bring about improvement quickly enough is weak because it is too reliant on external support.

### The school has the following strengths

- Much work has been done by staff to provide a bright and welcoming learning environment.
- The pupils are kept safe. They report that they feel safe.

## Information about this inspection

- Inspectors observed four lessons taught by three teachers, all of which were joint observations with the acting headteachers.
- Meetings were held with members of the governing body, school staff, the acting headteachers, and representatives from the local authority
- Inspectors talked to pupils in lessons about their work, looked at books, listened to pupils read and met a group of pupils from the school council.
- There were insufficient responses to the on-line questionnaire (Parent View) for a summary of parents' views to be made. However, inspectors took into account the most recent survey of parents' views carried out by the school.
- Inspectors took account of the 13 questionnaires returned by members of staff.
- Inspectors observed the work of the school and looked at a number of documents, including those regarding safeguarding. They also looked at documents relating to attendance and behaviour.

## Inspection team

Ron Cohen, Lead inspector	Additional Inspector
David Halford	Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

The school may not appoint newly qualified teachers.

## Information about this school

- This is a much smaller than average-sized primary school.
- The proportion of pupils who are supported by pupil premium funding is above average. The pupil premium is additional government funding provided for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of girls in the school is well above average.
- The proportion of pupils from minority ethnic groups, including those who do not have English as their first language is well above average.
- The proportion of pupils supported by school action is above average, as is the proportion of those supported at school action plus or with a statement of special educational needs.
- At the time of the inspection, the headteacher was absent due to long-term ill health. In her absence, the school has been supported by two headteachers from local teaching schools, each on a part-time basis.
- The school operates three mixed-aged classes in the mornings and two mixed-aged classes in the afternoon.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress, do not apply in this school because there are less than 11 pupils in each year group.
- There is an independently run childcare provision on the school site. This is subject to a separate inspection.

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

- Improve the quality of teaching so that it is consistently good or better, both in lessons and over time so that all pupils make good or better progress across all subjects, and particularly in mathematics, by:
  - setting work for all pupils which is at the right level to challenge them and extend their learning, particularly the more able
  - regularly and frequently assessing pupils' learning throughout lessons so that any misunderstandings are dealt with immediately
  - improving the consistency, frequency and quality of teachers' marking so that comments in pupils' books ensure that they know exactly what they need to do to improve their work
  - making sure that pupils' literacy and numeracy skills are systematically developed and supported across the curriculum
  - increasing opportunities for pupils to apply their mathematical skills in practical and real-life situations.

- Improve pupils' behaviour, attitudes to learning and attendance by:
  - working in partnership with parents to reduce unauthorised absence during term time so that attendance is at least in line with the national average
  - raising teachers' expectations of pupils to show good attitudes to learning and to complete and present their work to a good standard
  - providing a wider variety of more interesting and challenging activities so that pupils are constantly engaged in the lesson, maintain their concentration and behave well.
  
- Urgently improve leadership and management, including governance, and the school's capacity to improve without significant external support by:
  - developing the skills of leaders at all levels so they can rigorously and accurately monitor teaching and take prompt and effective action to tackle weaknesses
  - developing a clear, robust and detailed system to accurately track the achievement different groups of pupils and the performance of teachers
  - ensuring that the governing body gains the necessary knowledge and skills to hold school leaders and managers to account for pupils' progress and the quality of teaching
  - drawing up whole-school action plans that identify exactly what should be done to improve the school, when and by whom, and that these are followed through with robustness and urgency.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Achievement is inadequate because pupils make too little progress given their individual starting points. Pupils' knowledge and understanding in key subjects, such as English and mathematics, are not good enough. Too few pupils make good enough progress or reach or exceed expected standards. As a result, standards by the end of Year 6 are too low. There is too little sign of improvement at a good enough rate, particularly in mathematics.
- Children join the school with low standards, particularly in language and communication skills. Their skills are well below those typically expected for their age. They are helped to settle quickly into the Early Years Foundation Stage. They mostly make the expected rate of progress, although this means that they remain well below the expected levels when they enter Year 1.
- Between Years 1 and 6, progress overall is inadequate. Standards generally at both the end of Year 2 and Year 6 have been significantly below average almost every year since 2009. In 2012, the proportion of pupils achieving Level 4 in English and mathematics at the end of Year 6 was significantly below average.
- In 2012 in English, although standards in writing were better than in reading, standards in both were still too low. At the end of Year 1, in the phonics screening test (a test to measure how well pupils link letters with the sounds they make), pupils reached standards below those generally expected. Between Years 3 and 6, too many pupils did not make the expected rate of progress and none made progress which exceeded national expectations. The school's data show that in Year 6 in 2013, standards in reading and writing have improved slightly, although still below average.
- In mathematics, standards in Year 6 in 2012 were particularly low. Only one-third of pupils reached the nationally expected Level 4 and two-thirds of pupils failed to make the expected rate of progress between Years 3 and 6. The school's data and inspection evidence shows that standards in mathematics remain very low. Pupils' work in their exercise books, as well as in class, shows that their lack of mathematical understanding impedes their progress. Their learning is too fragmented over time, and so it lacks the necessary breadth and depth. Pupils can repeat taught techniques, but rarely apply them well in different contexts.
- More-able pupils, who are capable of reaching the highest levels of attainment, underachieve. In 2012, no pupil reached the higher Level 3 at the end of Year 2 or the higher Level 5 at the end of Year 6 in reading, writing or in mathematics.
- Wide variations between the achievement of different groups of pupils compared with similar pupils nationally are not closing quickly enough to raise achievement to expected levels. Girls, for example, achieve less well than girls nationally, but also do less well than boys in the school. Disabled pupils and those with special educational needs do less well than their peers because their needs have not been identified early enough to help them catch up quickly.
- Too few of the pupils supported by the pupil premium make the progress expected. Although the gap between these pupils, including those known to be eligible for free school meals and their peers is narrowing in reading and writing, it is widening in mathematics. By the end of Year 6, in mathematics, these pupils are about two years behind pupils nationally. Because of the differences and inadequacies in the achievement of certain groups of pupils, the school's efforts promote equality of opportunity are ineffective.
- Pupils' low attendance, particularly of those who are absent without the school's permission, contributes further to their inadequate progress and poor attitudes towards learning.

### The quality of teaching

### is inadequate

- Teaching is inadequate because pupils are not making enough progress in all subjects. Although some good teaching was observed, this is due to changes in the way teachers deliver lessons. However, the impact of these very recent improvements on pupils' learning over time has been

too limited.

- Although the teaching of literacy is now improving, pupils still cannot read and write as well as they should because the school has not given enough emphasis to developing these skills in the past. Teaching in mathematics is too weak to ensure that pupils progress at a good enough rate. Opportunities for pupils to use and apply their mathematical skills, such as in practical and real-life situations, are underdeveloped.
- Teachers do not provide enough activities that interest and involve pupils and as a result, their attitudes to learning, and sometimes their behaviour wanes and their progress slows.
- Marking is a major weakness. Many exercise books displayed periods as long as three months between one set of written comments and the next. Even then, teachers' comments are often too shallow to really help pupils improve their work, for example 'Good try.' A lack of adequate guidance hinders pupils' progress over time, and reflects in their poor standards. Marking has improved a little, but this improvement is very recent, and too inconsistent to counter the legacy of the ineffectual and poor marking of the past.
- Teachers do not provide activities that are challenging enough for all groups of pupils, particularly the more able pupils, whose progress is often held back as they wait for classmates to finish their tasks.
- Teachers question pupils' understanding at the start of lessons before pupils start to complete the planned activities. However, as pupils undertake their tasks, teachers fail to assess pupils' learning throughout the lesson, by checking and correcting misunderstandings. As a result, some pupils' errors go unchecked for too long.
- The quality of teaching in the Early Years Foundation Stage has improved and is now based on exciting and stimulating learning activities that engage young children. Some make good progress from their very low skills and knowledge. However, what children can do is still well below age-related expectations when pupils enter Year 1.

### **The behaviour and safety of pupils are inadequate**

- Attendance is too low and not improving quickly enough. Too many parents keep their children off school when absence has not been authorised. The proportion of such absences remains too high. These absences not only affect pupils' learning when they are not in school but it also influences their attitude towards learning when they are in school. This combination of pupils' low attendance, poor attitudes to learning and the overall inadequate teaching they receive contributes to the inadequate progress of these pupils.
- Pupils' inadequate attitudes to learning and teachers' low expectations are reflected in too much work which is incomplete or poorly presented.
- Pupils are polite and generally treat each other and adults with courtesy and respect. Misbehaviour in lessons is rare, but some pupils become disengaged and do not get on their work in lessons that fail to interest and challenge them. This sometimes results in low-level disruptive behaviour or loss of concentration.
- In school questionnaires, most parents agree that children are happy and safe at the school.
- School records show that incidents of bullying are very rare. Pupils know who to go to in cases of bullying. They also know how to keep themselves safe and talk sensibly about not talking to strangers and the dangers of the internet.

### **The leadership and management are inadequate**

- Leaders and managers lack the ability to improve the school quickly enough to ensure good achievement for all pupils. Standards are not rising quickly because the leaders' actions to improve the school are ineffective.
- Leaders have failed to monitor the quality of teaching rigorously or accurately because their skills in doing so are underdeveloped. As a result, action to tackle inadequate teaching over time is

ineffective and too many pupils are underachieving.

- Leaders have failed to identify the extent of the school's weaknesses. Whole-school improvement plans are weak. They lack the necessary detail to identify exactly what should be done to improve the school, when, and by whom. Plans are not followed through with robustness and urgency.
- Leaders have not developed clear, robust or detailed enough systems to accurately track the achievement of different groups of pupils. They do not check carefully enough how well additional funds, such as the pupil premium, are impacting on pupils' achievement. This means that individuals or groups of pupils who fall behind are not identified quickly enough in order to they receive the support they need to catch up. As a result, too many pupils underachieve and the school does not ensure that pupils achieve equally well.
- The school has developed partnerships with other external agencies to support pupils who are at risk. As a result, these pupils are now beginning to catch up. However, they are still far behind where they should be.
- The curriculum is inadequate because it does not meet the needs of all groups of pupils effectively. Although there is an appropriate focus on reading, writing and mathematics, pupils' basic skills, particularly numeracy, are not developed effectively enough through other subjects. Too often pupils of different abilities carry out the same tasks and so not all pupils are challenged.
- The capacity of the school to make the much needed improvements is too weak. There have been improvements, but they are too recent, too fragile, and rely too heavily on external support for their success.
- The two headteachers, currently supporting teaching and learning in the school, as a result of an initiative brokered by the local authority, are both performing this role on a temporary basis. Given the very short time they have been working with the school, it is too early to see any significant impact of their leadership on improving teaching or pupils' achievement. Nevertheless, they have quickly gained the confidence of staff and morale is starting to rise. Staff questionnaires indicate that expectations are increasing and teachers have a new sense of purpose. They are now checking on the quality of teaching and providing supportive guidance to staff about how to improve. Even so, a permanent arrangement for the school's headship has yet to be secured.
- Although the local authority has provided a range of support to improve the quality of teaching, this support has not resulted in enough improvements in pupils' achievement and overall and teaching remains inadequate.
- **The governance of the school:**
  - The governing body do not have the necessary knowledge and skills to hold school leaders and managers to account for pupils' progress and the quality of teaching. They do not have an accurate view of the school's performance. Their view of the quality of teaching for example, is too generous, especially concerning its impact on learning over time.
  - The governing body is committed to improving the outcomes for all pupils and has supported the improvements that have been made so far.
  - The governing body knows how the school's performance compares with schools nationally but is only just beginning to make use of information about the progress pupils make to challenge the school.
  - Governors are aware of the pupil premium funding but do not have an accurate view of its impact on pupils' progress. They are informed of performance management outcomes, but are not sufficiently involved in setting targets or in decisions about teachers' salaries.
  - Governors ensure that the school's arrangements for ensuring the welfare and safety of pupils meet the government's current requirements and all staff are given regular training in child protection issues.



## 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

<b>Unique reference number</b>	121416
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	411824

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	47
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rub Hussain
<b>Headteacher</b>	Sandra Pearson
<b>Date of previous school inspection</b>	3 December 2009
<b>Telephone number</b>	01756 793159
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