

Skipton, Ings Community Primary School

Broughton Road, Skipton, North Yorkshire, BD23 1TE

Inspection dates 15 October 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- In Key Stages 1 and 2 not enough pupils make good progress from their starting points.
- The proportion of pupils reaching the higher levels in reading, writing and mathematics by the end of Years 2 and 6 has not been consistently high enough over time.
- Teaching across the school has improved significantly but it does not always provide pupils with sufficient challenge so that they make the best possible progress.
- Younger pupils do not acquire skills and understanding in mathematics quickly enough because the teaching strategies used are not always appropriate and pupils' misconceptions are not always identified and addressed.
- The middle leaders with subject responsibilities, particularly English do not possess the requisite skills to monitor teaching effectively and to initiate action that will successfully tackle weaknesses in pupils' learning. Consequently, senior leaders carry out much of this work.
- There is not enough cohesion between the work pupils undertake during intervention programmes with classroom activities taught by the class teacher.
- The future leadership of the school is uncertain and this has the potential to undermine the capacity to maintain the current rate of improvement forged over the past fifteen months.
- Pupils' positive attitudes to learning, evident in some lessons, are replaced by a lack of interest where teaching requires improvement to meet their learning needs.

The school has the following strengths

- The acting executive headteacher provides excellent vision and direction that has resulted in the school no longer requiring special measures.
- Staff are united in their desire to secure change and raise achievement further.
- By the end of the early years children are generally well prepared for the next stage of their education.
- The Interim Executive Board (IEB) has a very good understanding of the strengths and weaknesses of the school and has played a significant role in driving improvement.
- All adults display high levels of care for all pupils which is why pupils are happy and feel safe.

Information about this inspection

- Inspectors observed seven lessons, all with either the acting headteacher or the acting executive headteacher. Pupils were observed at work and play and inspectors listened to a number of pupils reading during lessons. The work in pupils' books was also looked at.
- Meetings were held with senior leaders, middle leaders, a member of the Interim Executive Board (IEB) a representative of the local authority and pupils.
- A range of documentation was considered including the school's self-evaluation; records of monitoring teaching and learning; the improvement plan; an analysis of the school's performance data; a summary report by the school's education adviser; arrangements for safeguarding and minutes of governance committee meetings.
- There were no responses to the online questionnaire (Parent View).

Inspection team

Christopher Keeler, Lead inspector

Her Majesty's Inspector

Philip Smith

Her Majesty's Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This school is very much smaller than the average-sized primary school.
- The proportion of pupils who are eligible for the pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds, including those who do not have English as their first language is well above average.
- The proportion of disabled pupils and those with special educational needs is above average.
- Following the previous inspection in July 2013, the school was judged to require special measures.
- The school is currently being led by an acting headteacher, supported by an executive headteacher from the Harrogate and Rural Teaching Alliance.
- The government's current floor standards do not apply to this school because the numbers in each cohort are very small.
- There is a children's centre on the school site. This is subject to a separate inspection.

What does the school need to do to improve further?

- Improve teaching in order to accelerate pupils' progress, particularly the most able, by:
 - ensuring that all work provides appropriate challenge to all pupils
 - developing an understanding of how young pupils learn mathematics and ensure that teaching strategies take this into account
 - developing teacher's ability to identify pupils' misconceptions during lessons and take steps to address them
 - ensuring that there is greater continuity between the activities undertaken during intervention programmes and the work pupils do in lessons taken by the class teacher.
- Strengthen leadership and management by developing the role of middle leaders in respect of their ability to analyse pupil progress data, monitor teaching, identify weaknesses in teaching and learning and prepare action plans to address them.
- The IEB and the local authority should take steps to secure the leadership of the school on a more permanent basis so that it maintains the capacity to continue to bring about the required improvements that will result in a good school.

Inspection judgements

The leadership and management

requires improvement

- The acting executive headteacher was seconded to the school following the special measures judgement at the time of the previous inspection in July 2013. She has been ably supported during this time by an acting assistant headteacher seconded for two terms and an acting headteacher seconded for the academic year 2014/15. The vision, drive, ambition and sheer determination to address the many areas that required improvement shown by this excellent leader is the major reason why this school has improved. Furthermore, she has successfully communicated the need to improve to all staff who have in turn have responded positively.
- The future capacity of leadership to successfully sustain the rate of improvement that has taken the school out of special measures is uncertain. The current executive headteacher is likely to return to her school soon and the acting headteacher is to remain in post only until the end of July 2015. It is imperative that the long-term leadership of the school is addressed as a matter of urgency.
- A positive ethos currently exists where teaching and behaviour can flourish. Teaching has improved significantly under the current leadership and so has pupils' progress. Pupils' behaviour is generally good because school leaders have set clear expectations and boundaries that pupils adhere to.
- The school self-evaluation is accurate and clearly shows that leaders are aware of what needs to be done to achieve good provision and outcomes. This has resulted in a school improvement plan that contains all the right initiatives and as such is an effective vehicle to bring about further improvement.
- Middle leaders with subject responsibilities have not been in post very long. They have yet to receive training on the use of data and monitoring in order to fulfil their roles effectively.
- The curriculum is increasingly helping pupils to acquire skills, knowledge and understanding in reading, writing and mathematics. It also develops pupils' spiritual, social, moral and cultural development well and this helps to prepare them for life in modern Britain.
- Performance management is in place and targets are set to improve school and individual performance.
- The pupil premium is used effectively which is why the gap in attainment between pupils benefiting from support financed through the pupil premium and pupils nationally has been closed.
- The primary school sports funding is being used to good effect through the work of specialist coaches helping to develop pupils' skills. It is helping to develop positive attitudes and increasing pupils' self-esteem and confidence which they are taking with them into lessons.
- The school promotes equality of opportunity and tackles discrimination well by monitoring the difference in progress between groups of pupils and taking appropriate action when required to address it.
- Arrangements for safeguarding pupils are good and statutory requirements are met.
- The Harrogate Area Teaching School Alliance has provided effective assistance for school leaders and teachers over the course of the past fifteen months and this has undoubtedly helped the school to improve. Likewise, the local authority acted swiftly to facilitate the establishment of an Interim Executive Board to be responsible for governance as well as securing the appointment of senior leaders. These measures proved to be both timely and successful.
- **The governance of the school:**
 - The IEB monitors the work of the school extremely well. Members have a clear understanding of the school's strengths and weaknesses and are determined to bring about further improvements. Members not only receive regular updates from senior leaders about teaching, achievement and performance management but visit school to see for themselves how improvements are helping pupils to make better progress. The IEB manages finances well and work closely with the headteacher to ensure that resources are used to benefit pupils' learning.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement because on occasions, particularly when teaching is not well matched to pupils' learning needs, as is often the case during mathematics, they become distracted and restless. When this happens their positive attitudes to learning are not so evident and this can inhibit progress.
- Pupil's behaviour during lessons, at playtime and around the school is generally good. This represents a vast improvement compared to a year ago when behaviour was inadequate. This is because school

leaders have raised expectations of pupils and staff.

- All pupils show respect towards each other and adults. They are polite and demonstrate good manners.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are extremely happy in school. They trust their teachers and other adults. Pupils feel safe and secure and the school has robust measures in place to ensure that this is the case.
- Pupils report that bullying is rare and this is supported by a lack of entries in the school incident log. Pupils know what constitutes bullying in its varied forms and are able to explain what verbal, physical and other forms of abuse are. Pupils are also acquiring an increased awareness of prejudice in relation to racism and homophobia.
- Attendance is above average. The school has effective systems in place to monitor attendance.

The quality of teaching

requires improvement

- The quality of teaching has improved significantly since the previous inspection. This is because of the effective senior leadership which has made improving the quality of teaching a priority. It is also because teachers have responded positively to initiatives and as a result are developing their skills. This is why pupils' are now making at least expected progress and in some instances better than expected progress.
- The quality of teaching, although improved since the previous inspection is not consistently good enough to ensure that all pupils make more than expected progress and this is limiting achievement.
- The proportion of pupils reaching the higher levels in reading, writing and mathematics at the end of Years 2 and 6 is not high enough. This is because on occasions pupils, especially the most able are not being sufficiently challenged.
- Younger pupils do not acquire mathematical skills, knowledge and understanding at a quick enough rate because there is a lack of understanding about how young children learn. Explanations are insufficiently precise or too difficult for them to understand. Learning resources are not used as often as they should be for pupils to be able to manipulate equipment in order to make sense of mathematical operations. This restricts progress.
- Teachers assess pupils' progress well throughout the year. Regular pupil progress meetings take place between teachers and senior leaders to identify underachievement. This enables new targets to be set and support provided where required. On occasions teachers do not pick up on pupils' misconceptions during lessons and immediately address them. This can cause pupils to be distracted and lose concentration.
- The work that pupils do when receiving support through intervention programmes needs to be followed up during lessons conducted by the class teacher. When this takes place it enhances pupils' progress. However, this is not always the case and needs to be addressed.
- Improvements to teaching are bringing about improved progress. Teachers' planning is often good because it states what it is that pupils are expected to learn and this drives teaching. Where this is the case pupils learn quickly. Effective questioning is a feature in all classes. This promotes thinking and enables pupils to be more involved in their learning through discussion and debate.
- Pupils are generally engaged in their learning because activities are interesting and this motivates them to learn.
- The quality of marking is good. It praises pupils for what they have produced and also sets clear targets which will help them improve. Pupils talk enthusiastically about their individual targets and this is clearly helping them to progress.
- Teaching assistants make a positive and valuable contribution to pupils' learning. They also use questioning well to promote pupils' understanding and encourage pupils to think and articulate their findings. This in turn helps them to manipulate ideas and understand what they are learning.

The achievement of pupils

requires improvement

- Pupils throughout the school are making better progress than they were at the time of the previous inspection. An analysis of school data, a scrutiny of pupils' work and the outcomes of lesson observations indicate that, given their starting points, all pupils including those with special educational needs, make expected progress with some making good progress.
- The results of Key Stage 1 tests and assessments in 2013 were below the national average in reading,

writing and mathematics. The unvalidated outcomes in 2014 show that all pupils achieved the standard expected for their age in reading, writing and mathematics. However, the proportion reaching the higher level was below the national average in all subjects.

- By the end of Year 6, in 2014 the unvalidated outcomes of national tests and assessments show that the proportion of pupils reaching the expected standard in reading and mathematics were broadly in line with the national average of the previous year. Although standards in writing have improved they are not as high as the other two subjects.
- The proportions of most able pupils reaching the higher levels in reading, writing and mathematics by the end of Year 6 in 2014 was low and are unlikely to compare favourably with the national average. Predicted outcomes for Year 6 pupils in 2015 are higher but this will depend on consistently good teaching.
- The very small number of pupils with special educational needs make expected progress from their different starting points due to well-planned and delivered support. Rates of progress of this group have improved significantly since the previous inspection and demonstrate the school's commitment to tackling discrimination and providing equal opportunities for all pupils to succeed.
- The small group of disadvantaged pupils in receipt of pupil premium funding make expected progress in reading, writing and mathematics. By the end of Year 6 in 2013 there was no discernible difference in attainment with pupils nationally in English and mathematics.
- There is no difference between the progress made by pupils from minority ethnic backgrounds and their peers. In 2014 the majority of pupils from a minority ethnic background reached the standard expected for their age in reading, writing and mathematics and as such the attainment gap with their peers nationally has been significantly reduced. However, improvement is required in relation to the proportion reaching the higher levels in English and mathematics.

The early years provision

requires improvement

- From low starting points, particularly with regard to speaking and communication children make good progress in most of the areas of learning. However, not enough children make expected progress in relation to their knowledge and understanding of the world and in expressive arts and design. The proportion of children reaching the level expected of them with regard to the early learning goals is in line with that found nationally in most respects.
- Staff know their children well and monitor their progress closely. 'Learning journeys' which are a written and visual record of children's achievements are used to identify the next steps in children's development as well as keeping parents and carers informed of their children's progress.
- Children are well cared for and this makes them feel safe and happy and this can be seen as they work and play together.
- There is good balanced between teacher directed and child initiated learning which is carefully monitored. A notable feature of the provision is the focus on speaking and listening. The lead teacher is particularly adept at encouraging children to articulate their thoughts and discuss what they are doing thereby developing their command of language.
- The systematic teaching of phonics during the early years provides children with the basic building blocks for reading. Pupils use their phonic knowledge to good effect when tackling new words in the early stages of becoming fluent readers.
- Children demonstrated good manners and consideration and respect for each other and adults.
- The learning environment both inside and outdoors provides a range of opportunities for pupils to learn. However, the indoor environment is too congested and this inhibits movement.

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	121416
Local authority	North Yorkshire
Inspection number	450791

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	47
Appropriate authority	The governing body
Chair	David Portlock
Executive Headteacher	Jo Robinson
Headteacher	Donna Makepeace
Date of previous school inspection	11 July 2013
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