

Ingleby Arncliffe Church of England Voluntary Aided Primary School

Ingleby Arncliffe, Northallerton, North Yorkshire DL6 3NA

Inspection dates

29–30 March 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors have not managed to stem the decline in standards since the last inspection, nor have they secured good teaching.
- The skills of middle leaders are underdeveloped so they make an insufficient contribution to school improvement. Improvement is too dependent on the temporary headteacher.
- Teachers' expectations of pupils are low. They do not take account of what pupils already know, understand and can do when planning learning.
- Pupils who have special educational needs and/or disabilities do not make consistently good progress.
- The most able pupils make too little progress, so they do not reach the high standards of which they should be capable.
- Teachers do not make the most of pupils' positive attitudes to learning. Pupils do not develop resilience or enthusiasm for learning.
- Safeguarding arrangements are effective. However, until recently, bullying had not been dealt with well enough and record keeping was not robust.
- The curriculum is not sufficiently broad and balanced. Pupils complete too little work in a range of subjects, including in science, the arts and humanities.
- Pupils know too little about people of different religious traditions and cultures, or about gender differences. This is not preparing pupils well for life in modern Britain.
- Provision in the early years does not meet the needs of the youngest children well enough.

The school has the following strengths

- The recently appointed interim headteacher has made a promising start and is taking effective action. She already knows the school well and has begun to hold teachers rigorously to account for the progress pupils make.
- Attendance is high and persistent absence is low.
- Effective use has been made of government funding for sports and physical education (PE).

Full report

In accordance with section 44(1) of 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.

What does the school need to do to improve further?

- Improve governance and middle leadership so that leaders at all levels make a significant contribution to school improvement by:
 - developing the skills of middle leaders so that they are better able to carry out their roles
 - involving middle leaders in making checks on each other's work
 - holding middle leaders to account for the difference they make to teaching and pupils' outcomes
 - making sure governors concentrate their attention on the most important priorities.
- Improve teaching so that pupils across the age range make good progress in all subjects by:
 - raising teachers' expectations of what pupils, especially the most able, can achieve
 - improving teachers' assessment skills so they take better account of what pupils already know, understand and can do
 - improving teachers' questioning to probe pupils' thinking and deepen learning
 - making sure teachers check pupils' learning more effectively during lessons, and respond by adjusting teaching to meet the needs of individual pupils.
- Broaden and deepen the curriculum so that pupils are enthused, develop greater resilience and complete more work in the full range of subjects.
- Improve provision for the spiritual, social and cultural development of pupils by:
 - identifying opportunities for teaching about different faiths, cultures and gender across the curriculum
 - giving pupils opportunities to discuss and debate current affairs
 - improving the representation of all aspects of diversity in resources and displays.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leadership over time is inadequate. Standards have declined since the last inspection and none of the permanent or interim senior leaders over the last few years have managed to address the serious weaknesses in teaching and middle leadership.
- Middle leadership is underdeveloped. Various initiatives to develop the capacity of middle leaders to drive improvement in provision and outcomes has yielded to little impact.
- Leadership capacity is now severely limited. Current middle leaders do not make any substantial difference to the quality of teaching. They do not have the skills to contribute significantly to school improvement. Any improvement activity is overly dependent on the current temporary headteacher.
- Any checks leaders have made on the quality of teaching have not resulted in any significant improvements. The procedures for holding teachers to account lack challenge and rigour so have been ineffective. The recently appointed interim headteacher is beginning to make some headway, holding teachers robustly to account.
- The headteacher has introduced a comprehensive programme of training and checking and is determinedly keeping to a tight and ambitious schedule. This is resulting in some recent signs of raised expectations and improvements in teaching. These improvements are fragile and dependent on the headteacher keeping a very close eye on the teaching.
- The curriculum is not sufficiently broad and balanced. Leaders and teachers have not helped pupils to develop sufficient understanding and skills in science, geography, history, art, design and technology or modern foreign languages. This is because they do not spend enough time on these subjects. Teachers are inclined to dwell narrowly on facts, with insufficient emphasis on depth of understanding or application of skills such as investigation, planning and reviewing.
- Pupils have very few opportunities to practise mathematics in other subjects or to plan, write and present their learning in stimulating ways. The headteacher has introduced a modest menu of out-of-hours activities, taking account of pupils' interests.
- Leaders do not effectively promote the spiritual, social and cultural development of pupils. As a result, pupils in this predominantly White British community do not know enough about faiths other than Christianity, or about different cultures or other aspects of diversity, including gender. Leaders are not preparing pupils well for life in modern Britain. The current headteacher has introduced a programme of activities to begin to strengthen these aspects of pupils' development. Pupils' moral development, rooted in the school's Christian values is generally well developed.
- Leaders, until recently, have not kept a close enough eye on the progress of the few pupils who have special educational needs and/or disabilities. Over time, the progress of this group of pupils has been patchy, pointing to the ineffective use of any additional funds. A temporary, part-time special educational needs coordinator is beginning to

gather more robust, diagnostic information about these pupils and to plan more effectively for their needs.

- Additional government funding for sports and PE is used effectively. All pupils get to take part in inter-school competitions at various levels and receive teaching each week from a specialist sports teacher.
- The local authority has given the school substantial help in the form of specialist support and challenge over the last year at significant financial cost. Leaders have not made effective use of this resource. The diocese, working closely with the local authority, has been instrumental in securing the current effective headteacher and is beginning to improve governance.

Governance of the school

- Since the last inspection, governance has not held school leaders to account to stem the decline in standards. The governing body has concentrated too much on structures and organisation at the expense of the most important priorities of improving leadership, teaching and pupils' achievement.
- Governors have not effectively carried out their safeguarding duties over time, although necessary improvement has recently been made in this aspect of work.
- A highly effective chair of the governing body was appointed a few weeks before the inspection. He has hit the ground running, identifying all statutory duties not yet in place. He is beginning to get a grip on weak financial management and is putting together a deficit reduction plan.

Safeguarding

- The arrangements for safeguarding are now effective but until recently were not.
- The central record of vetting checks to make sure adults are suitable to work with children is now thorough and accurate after joint action from the current headteacher and local authority to correct the omissions. Governors have agreed a revised and up-to-date child protection policy.
- On taking up post, the headteacher rightly prioritised the safety of pupils, urgently updating staff training and procedures for reporting and recording concerns about pupils. The headteacher has helped staff to be more vigilant and aware of potential risks to pupils and has taken urgent action to secure the school site.

Quality of teaching, learning and assessment

Inadequate

- Teachers' low expectations of pupils' learning and progress over time have resulted in too few pupils, especially the most able, reaching their potential by the time they leave the school.
- Teachers' assessments are sometimes inaccurate. Teachers do not make effective use of what they know about what pupils can already do, so much of the work they plan is too easy. Too often, pupils of widely varying abilities, for example the least able pupils

in Year 3 and the most able in Year 6, do the same work in the same way at the same pace as each other.

- Teachers do not ask probing questions that make pupils think or deepen their learning. For example, while teachers are beginning to vary the challenge they give pupils of different abilities in mathematics, questioning does not help pupils to develop their reasoning skills. Pupils rarely get to attempt really tricky problems.
- Because teachers do not check pupils' learning during lessons, they do not notice that work is too easy. Consequently, they do not adapt their teaching to better suit the needs of individual pupils, including those who have special educational needs and/or disabilities.
- Teachers' knowledge is weak in some areas. For example, in key stage 2, pupils are given inaccurate examples of written text that do not help the most able pupils in particular to develop their writing skills.
- Teaching assistants have not received appropriate training, nor do they receive guidance from teachers that enables them to support pupils effectively during lessons.
- Since the arrival of the current headteacher, pupils' workbooks show an increasing level of challenge for pupils, but expectations are not consistently high enough to help pupils to catch up quickly to where they ought to be. Improvements are fragile and not well embedded, requiring close attention from the headteacher to keep on track.
- All pupils learn to play an instrument with specialist teaching from visiting music teachers. This is a relative strength of the school.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' knowledge about major world faiths and other cultures is limited because leaders and teachers have not given enough attention to this in the curriculum. Neither have pupils been taught about aspects of gender identity. Pupils display appropriate manners toward each other and adults but know too little to cultivate genuine respect for difference. Pupils are not being well prepared for life in modern Britain beyond their immediate community.
- Pupils are safe and say they feel safe. However, bullying has taken place over an extended period and adults did not intervene effectively to prevent it. More recently, the current headteacher was successful in ending this. Pupils say they are confident that adults will sort things out, particularly the headteacher. Pupils report that they occasionally hear derogatory language such as the inappropriate use of the term 'gay'.
- Adults ensure pupils know about how to stay safe when using the internet. Pupils are able to explain what to do if they believe they are being bullied online, how to keep personal information safe and what to do if they come across inappropriate content.
- Pupils understand right and wrong and the consequences of their actions. Their moral

development is rooted in the Christian traditions taught in this Church of England school. The headteacher is strengthening this aspect of provision further.

Behaviour

- The behaviour of pupils requires improvement. They largely get along well together at breaktimes and lunchtime. They play safely together.
- Pupils do as adults ask them and get on with their work in class without any significant disruption. They listen to each other, collaborate and cooperate. However, because pupils are largely under-challenged, they do not develop resilience. They are rarely enthusiastic about their learning because too much teaching is uninspiring.
- Attendance has been, and continues to be, consistently high. Persistent absence is very low. Currently, no pupils have been absent for more than 10% of the time.

Outcomes for pupils

Inadequate

- Too many pupils are underachieving considerably in reading, writing and mathematics. Attainment by the end of key stage 2 has fallen since the last inspection from above average standards that pupils ought to be achieving considering their starting points, to broadly average.
- Over the last few years, too few pupils have reached a high standard of attainment, or greater depth in their learning, by the time they leave the school. None of the pupils currently in the school are on track to achieve a high standard or greater depth regardless of their starting points. This is because teachers' expectations are too low and they therefore do not challenge the most able pupils well enough.
- Standards have similarly fallen in key stage 1 over the last few years. Progress for Year 1 and Year 2 pupils currently in the school is better than for older pupils, but pupils' workbooks show inconsistency in progress over the course of the school year.
- The teaching of phonics has been effective, in as much as all pupils have reached the required standard by the end of Year 1 in the last two years. This helps pupils get off to a good start. However, because pupils' deeper comprehension skills are not well developed, too few pupils go on to reach the high standards of which they should be capable in reading by the time they leave the school.
- The progress of pupils who have special educational needs and/or disabilities is too variable over time and for pupils currently in the school, support for these pupils is not effective.
- There have been too few disadvantaged pupils in the school to make a reliable judgement about how their achievement compares with other pupils nationally. There are currently no disadvantaged pupils on roll.
- Pupils make too little progress in a wide range of subjects as well as English and mathematics. In subjects such as science, geography and history, teachers' expectations of what pupils ought to be able to do are especially low.

Early years provision

Inadequate

- Children enter school with skills, knowledge and understanding that is broadly typical for their age. About two thirds of the children over the last few years have reached a good level of development by the time they enter Year 1. Considering their starting points, too few children have exceeded the early learning goals. This represents weak progress.
- The provision for young children is not well developed and actions taken to tackle weaknesses have been ineffective. Despite support from a specialist leader funded by the local authority, teaching of the required quality has not been sustained. Resources inside and out are not arranged in such a way as to engage and sustain children's interest or to encourage independent play and exploration that challenges.
- Over the course of the year, assessment has not been thorough enough. Assessment profiles have been completed recently with backdated evidence. The information in the profiles is largely descriptive, and until recently did not explicitly identify learning that has taken place, or the next steps in learning. Parents have not been invited to contribute to children's assessment.
- The early years welfare requirements are met.

School details

Unique reference number	121618
Local authority	North Yorkshire
Inspection number	10019299

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	12
Appropriate authority	The governing body
Chair	David Jackson
Interim headteacher	Sharon Daly
Telephone number	01609 882 432
Website	www.inglebyarncliffe.n-yorks.sch.uk
Email address	admin@inglebyarncliffe.n-yorks.sch.uk
Date of previous inspection	13–14 December 2011

Information about this school

- In September 2015, the school joined a federation with a single governing body and one headteacher having oversight of three schools. The federation was dissolved in January 2017.
- Currently, the pupils of two schools, Ingleby Arncliffe and Swainby and Potto Church of England Primary Schools, are taught together in two classes in one building, one for key stage 2 pupils and the other for pupils in key stage 1 and children in the early years. The inspector only inspected the outcomes and personal development, behaviour and welfare of the pupils belonging to Ingleby Arncliffe, not of those belonging to Swainby and Potto.
- Pupils have recently moved to the Ingleby Arncliffe school building, having been taught for the first half of the year at the Swainby and Potto site, deemed by leaders and

governors as less suitable.

- During its time as part of the federation, and since January 2017, four headteachers have led the schools at different times. The current headteacher, like the previous two, is a temporary appointee to the post.
- North Yorkshire County Council has recently conducted a consultation proposing the closure of Swainby and Potto school and incorporating all the pupils into Ingleby Arncliffe. The governing boards of both schools are currently exploring options.
- There are currently no pupils on roll who are known to be eligible for free school meals. The school therefore currently has no funding for disadvantaged pupils.
- All pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is close to the national average. No pupils have a statement of special educational needs or education, health and care plan.
- The school is exempt from the publication of pupils' test outcomes because there have been so few pupils at the end of key stage 2 each year.
- The school does not meet requirements on the publication of information on its website. This includes information about special educational needs, any link to the previous Ofsted report, information about the curriculum and some information about governance.

Information about this inspection

- The inspector visited both classes with the headteacher to observe the learning of the Ingleby Arncliffe pupils. The inspector and headteacher also looked together at these pupils' workbooks alongside teacher assessment information.
- Discussions were held with pupils to find out what it is like to be a pupil at the school. The inspector observed pupils at play and as they moved around the school site. There were no responses to the online pupil questionnaire.
- The inspector spoke with a few parents at the beginning of the school day and considered several written responses from parents. There were insufficient responses to the online survey, Parent View, for analysis.
- The inspector held several discussions with the interim headteacher and meetings with the temporary special educational needs coordinator, several governors including the chair of the governing body, two representatives from the local authority and a representative from the diocese, who is also a governor at the school.
- A range of documents were scrutinised, including the self-evaluation statement, the school improvement plan, notes outlining support from the local authority, governing body minutes, leaders' monitoring notes and safeguarding information.

Inspection team

Philip Riozzi, lead inspector

Her Majesty's Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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