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11 October 2017

Mrs Gill Bottomley
Headteacher
Ingleby Greenhow Church of England Voluntary Controlled Primary School
Ingleby Greenhow
Great Ayton
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Dear Mrs Bottomley

Short inspection of Ingleby Greenhow Church of England Voluntary Controlled Primary School

Following my visit to the school on 26 September 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in May 2013.

This school continues to be good.

Since the last inspection, you have provided dedicated and insightful leadership that has secured the continued development of the school. You have achieved this while at the same time successfully meeting a substantial teaching commitment. Along with your leadership team and governors, you have accurately identified the school's strengths and priorities for improvement. The school's detailed self-evaluation documentation and improvement plans clearly identify the priorities for improving the school further. The leadership team has maintained the good quality of education in the school since the last inspection.

You, your staff and governors have created a nurturing, caring and very inclusive school. At the same time, you have high expectations for pupils' achievement and strive to ensure that pupils learn well across the curriculum. As a result, pupils' confidence flourishes, and they enjoy the learning opportunities provided, work hard and make good progress academically. Parents' overwhelmingly positive responses and comments to the online parent survey, Parent View, show how highly parents value the work of everyone in your school.

Leaders and staff have successfully tackled the areas for improvement identified at the previous inspection. They have also maintained the previously identified strengths. The provision for pupils' personal development and welfare is a key strength of the school. Opportunities for pupils to be involved with community activities and visits beyond the locality such as to the mosque in Middlesbrough

ensure that pupils' citizenship skills are well developed.

Your first area of improvement to address was to help pupils to improve their work even more quickly. You have reviewed your approach to feedback to pupils and there are now increased opportunities for pupils to improve their work. Pupils are very positive about 'response time' when they improve their work. You and your leaders also analyse pupils' assessments carefully to identify where pupils, including the most able pupils, do not fully grasp aspects of work. This has helped you to develop your approaches to teaching reading, writing and mathematics. As a result, pupils' progress and attainment by the end of Year 6 substantially improved in 2017. However, you recognise that there is further work to be done to achieve equally strong pupils' outcomes at the end of Year 2.

The second area to tackle was to 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. You have established effective systems for tracking pupils' progress, including for disadvantaged pupils and pupils who have special educational needs and/or disabilities. Leaders' detailed analysis of this information, combined with reviews of end-of-key-stage assessments, have ensured that you identify appropriate priorities. Using this information, you and your leaders have established detailed improvement plans with measurable targets for success.

Safeguarding is effective.

Leaders and governors have ensured that current safeguarding arrangements are fit for purpose and records are of a high quality. You, your staff and governors give the utmost importance to keeping pupils safe and there is a strong culture of safeguarding across the school. Leaders carry out appropriate checks for all staff, governors and volunteers. Staff and governors receive regular and appropriate training so they know how to keep pupils safe. As a result, they understand safeguarding procedures and their own responsibilities. Leaders work effectively with parents and other agencies where required.

Your curriculum helps pupils know how to keep themselves safe, including when they are online. Pupils know the different forms that bullying can take and know that staff will help them if they ever have concerns. Furthermore, they report that they have not encountered any bullying at your school. The school's records support the experience of your pupils. All parents who responded to Parent View agree that their children feel safe in your school and that staff ensure that children are well behaved.

Inspection findings

- You and your leaders have taken prompt action to address the dip in Year 6 pupils' results in 2016. This has included developing your approach to teaching writing and English grammar, spelling and punctuation. Use of good-quality texts is inspiring pupils to write. Pupils are rightly proud of the work that they produce in their 'My improved work' writing books, where they produce their final edited versions of their writing. In mathematics, teachers have introduced more opportunities for pupils to use reasoning and problem-solving skills in mathematics. Consequently, the school's 2017 provisional results for the end of Year 6 are markedly improved and pupils have made good progress in reading, writing and mathematics.
- You have a detailed system in place to track pupils' progress from Year 1 to Year 6. Similarly, you carefully track the progress of Reception children in early years. Your analysis shows that in the main, pupils make good progress from their starting points. In 2017, the numbers of pupils achieving the expected standard and above at the end of key stage 2 compared favourably with national averages. However, this was not the case at the end of key stage 1. Similarly, when we reviewed recent children's outcomes by the end of early years, the number of children achieving a good level of development was not as strong as that found nationally. You and your leaders have in place clear plans to continue to improve further progress and attainment in reading, writing and mathematics across the school.
- The assistant headteacher, who provides leadership for English, has a good understanding of the priorities in her subject and takes effective action to improve the quality of teaching and learning in reading and writing. She ensures that she develops her knowledge and understanding through attending relevant training and working alongside teachers in other schools. She carefully checks the impact of the actions taken to improve pupils' outcomes. For example, she regularly reviews the quality of work in pupils' books and analyses pupils' assessments to identify any gaps in pupils' learning.
- Detailed analysis of pupils' mathematics assessments by the subject leader for mathematics identified that the teaching of mathematical reasoning and problem solving was not strong enough. She has taken action to address this through meetings with staff and through purchasing resources, including practical materials to support pupils' learning. A review of pupils' mathematics books demonstrates the positive impact of these actions on pupils' learning. Pupils were keen to tell me about some of the exciting online mathematics activities that they complete in school and at home.
- Governors have a good understanding of the school's priorities and the community the school serves. They provide an effective balance of support and challenge. The governor with responsibility for provision for pupils who have special educational needs and/or disabilities meets regularly with the special educational needs coordinator. These meetings, combined with visits to classrooms, ensure that this governor is well informed about the impact of provision for these pupils.
- In 2016, attendance was below that found nationally and some vulnerable

groups of pupils had low attendance. However, the school has very thorough approaches in place to encourage good attendance. Pupils understand the importance of being in school and being punctual. The school has in place appropriate systems to provide support and 'learning catch-up' if pupils have had absence. These strategies have improved pupils' attendance, including attendance for vulnerable groups.

- Children in Reception work well alongside older pupils in Year 1 and Year 2. When we visited classrooms together, these children engaged enthusiastically in reading a story with the teacher and other pupils. This session was helping to develop their early phonics skills.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the school's plans to further improve pupils' progress and attainment, particularly in key stage 1, are implemented effectively
- they continue to monitor the impact of provision for early years children to ensure that an increasing number of children achieve a good level of development and are well prepared for Year 1
- attendance levels, including for vulnerable pupils, are monitored regularly to check that these continue to improve.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of York, the regional schools commissioner and the director of children's services for North Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Michael Reeves

Her Majesty's Inspector

Information about the inspection

During this one-day inspection, I discussed the work of the school with you and your leaders for English and mathematics. I observed and spoke with pupils during playtime and at other times during the day. I held telephone discussions with representatives from the local authority and the diocese. I met with four governors who were able to provide me with additional information. I took into account school documentation, assessment information, policies, and information posted on the school website. I considered the 33 responses to the Ofsted questionnaire, Parent View. I reviewed the seven responses to the pupil survey and the two responses to the staff survey. Along with you, I visited three classes to observe teaching and

learning. I looked at pupils' English and mathematics work to help evaluate the quality of teaching and learning over time. I considered behaviour and attendance records and information relating to safeguarding.