

Aline Primary School

Main Street, Aline, York, North Yorkshire YO61 1RT

Inspection dates

9 and 15 July 2019

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	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- Teachers do not use information about what pupils can and cannot do to plan learning to meet pupils' individual needs well enough.
- Over time, pupils' attainment at the expected standard has been broadly in line with the national average. However, from their above average starting points, this represents considerable underachievement for many pupils.
- The early years leaders have an inaccurate understanding of children's starting points. This means that subsequent planning is not sufficiently well matched to children's abilities. As a result, children do not make the speedy progress of which they are capable.
- Subject leaders have not had access to the professional development needed for them to undertake their roles effectively.
- Teachers' expectations of what pupils can achieve are too low. Too often, pupils do not finish their work, improve their spelling and grammar or present their work well.
- Although pupils with special education needs and/or disabilities (SEND) are well cared for, the targets set for their progress are weak. This means that leaders are unable to measure the progress they make effectively.
- Pupils' outcomes in subjects across the wider curriculum are poor. This is because pupils do not develop detailed knowledge and skills in a range of subjects. Subject leaders do not identify how pupils' subject-specific knowledge and skills will build over time.
- Improvement plans are not sharply focused enough on the desired gains in pupils' outcomes for them to be evaluated effectively.

The school has the following strengths

- Pupils enjoy the many experiences that are offered to them. Young leaders embrace their additional responsibilities to look after the youngest children, and to organise lunchtime activities.
- The vast majority of parents and carers are positive about the school. They feel that their children are safe and happy.
- Although subject leaders lack the capacity to improve their areas of responsibility, the headteacher has accurately identified the correct priorities for improvement.
- Safeguarding arrangements are effective. Staff know the important role they play in keeping pupils safe. The designated safeguarding leader ensures that any concerns are referred quickly.

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?

- Urgently improve the quality of teaching and learning by ensuring that:
 - prior assessment information is used consistently to plan learning that builds upon what pupils already know and can do effectively
 - planned activities offer challenge to pupils, so that they can achieve as highly as they are able to
 - there is a coherent approach to the teaching of writing across the school, so that there is greater consistency in developing pupils' technical writing skills alongside their vocabulary development and spelling skills
 - planned activities in the wider curriculum enable pupils to develop detailed knowledge and skills in a range of subjects
 - there is a sequential approach to the reading curriculum that focuses upon developing pupils' reading comprehension skills
 - pupils' basic mathematical knowledge and skills are secured effectively, particularly in key stage 1, so that pupils are able to apply them successfully to reason and problem solve with greater precision, confidence and regularity.
- Improve leadership and management by ensuring that:
 - there is a leadership structure, beyond the headteacher, that provides the capacity to support the rapid improvements needed
 - subject leaders receive the training, challenge and support they need to be able to fulfil their roles effectively
 - schemes of work for subjects in the wider curriculum identify precisely the progression of subject-specific knowledge and skills needed for pupils to attain the standards of which they are capable
 - leaders and governors hold staff to account for pupils' outcomes effectively
 - improvement planning is focused sharply on the desired gains in pupils' outcomes, so that plans can be evaluated accurately.
- Improve pupils' outcomes, including those for pupils with SEND, so that they reach the standards that they are capable of.
- Improve the effectiveness of the early years by:
 - establishing an accurate assessment of children's starting points, so that planned activities build upon what children already know, can do and understand effectively
 - ensuring that all staff receive the necessary training to enable them to have a

secure understanding of how to support children's early numeracy and literacy development.

- Improve personal development, behaviour and welfare by ensuring that:
 - all teachers set high expectations for pupils' positive attitudes to their learning, so that all pupils work hard and take pride in the presentation of their work
 - pupils' cultural knowledge and understanding is developed effectively.

Newly qualified teachers may not be appointed.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Since the headteacher's appointment in September 2018, she has faced considerable staffing turbulence. She has managed extended periods of staff absence, and the reorganisation and restructure of teaching staff, with sensitivity. During this difficult period, she has attempted to implement changes to assessment approaches, to establish a system for curriculum planning, and to bring about changes to the management of pupils' behaviour and attendance. However, the lack of an established leadership structure and a lack of capacity among most subject leaders mean that any changes have had little or no impact.
- Subject leadership in most subjects is weak. Although leaders undertake monitoring activities, they are unable to articulate an awareness of pupils' progress and attainment in their subject over time. They shy away from holding colleagues to account for pupils' outcomes, and they do not have an accurate understanding of the quality of teaching in their subject area.
- Over time, pupils experience a range of interesting activities linked to the wider curriculum. However, this has been at the expense of developing pupils' depth of knowledge, skills and understanding in a range of subjects. More recently, the headteacher has introduced a long-term plan that provides some organisation and structure to the wider curriculum. However, this is not precise enough to ensure that pupils' subject-specific skills and knowledge are built progressively in each year group. For example, in geography, although the plan identifies that pupils need to develop their location skills, it does not pinpoint which specific skills these will be in Year 1 compared to Year 3 or Year 5.
- The special educational needs coordinator (SENCo) has built effective relationships with a range of external agencies to support her in her role. However, the SENCo has no oversight of the quality and precision of pupils' personal targets, which vary greatly. In some examples, targets are too broad, and bear no resemblance to those set out in pupils' education, health and care plans. Consequently, the SENCo is unable to detail the progress pupils with SEND are making, particularly those pupils who are working below their age-related expectations.
- The English leader is enthusiastic about her subject. She encourages pupils to read for enjoyment and promotes this aspect of her work effectively. However, despite historically variable pupil results, particularly at the higher standard in the end of key stage 1 and 2 statutory assessments, she has failed to implement a coherent and sequential approach to the teaching of reading and writing. This has had a detrimental impact on pupils' outcomes across the school.
- The mathematics subject leader has a clear vision for the subject and for the approaches to teaching. For a variety of reasons, her monitoring has not been focused sufficiently upon reviewing pupils' progress over time. As a result, pupils' progress is below average. Unvalidated outcomes at the end of Year 6 in 2019, and the submitted assessment information for the end of key stage 1, show a further decline in pupils' attainment at the higher standard. Likewise, a shared review of pupils' work in books

shows weak progress from pupils' starting points.

- The school's development plan is a detailed document and reflects the correct priorities for improvement. However, despite regular review by the headteacher and governors, the actions completed have failed to bring about the improvements needed. Milestones and targets for improvement are not linked sharply to the desired gains in pupils' outcomes.
- Despite leaders' acknowledgement that the school's overall effectiveness has declined from outstanding, their view of the school's effectiveness remains overly generous.
- Only a small minority of pupils qualify for additional pupil premium funding. The strategy available on the website contains all statutory information. While some identified barriers to learning are non-specific, a review of the records kept by the headteacher shows that she is aware of each pupils' needs and ensures that additional funding is targeted effectively to meet their emotional needs.
- The physical education (PE) leader ensures that the sports premium is used effectively to provide a range of after-school sports clubs, and to provide access to competition for most pupils. All pupils in the current Year 6 have achieved their 25 metres award in swimming.
- The local authority school improvement partner has been recently appointed to the school. She has challenged leaders to improve many of the weaknesses highlighted in this report.

Governance of the school

- Governors have been too accepting of leaders' evaluations of the school's effectiveness. Historically, their role in monitoring has not been as robust as it needed to be to prevent the decline in the school's effectiveness.
- The appointment of a new chair of governors in September 2018 prompted a review of governance. This highlighted several aspects of governance that needed to be strengthened. Governors are working systematically to improve the structure and organisation of their work.
- By their own admission, governors were reluctant for the headteacher to make too many radical changes at the school, following the retirement of the previous longstanding headteacher. However, such reluctance serves to highlight governors' lack of understanding of the size of the task ahead.
- A review of governing body meeting records shows that governors routinely ask questions of school leaders and that appropriate actions are delegated to staff when required. However, until this school year, it is not evident how such actions, for example about pupils' achievement, have been followed up to check their impact.
- Governors are committed to the school, and they attend meetings regularly. Newly appointed governors now access a detailed induction process, which is managed effectively by the chair of the governing body.
- Governors have worked successfully with the headteacher to secure greater financial stability for the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff access training and have regular staff briefings to ensure that they are aware of the important role they play in keeping pupils safe. Any concerns are reported in a timely manner to the designated safeguarding leader, who in turn ensures that they are referred quickly. The designated safeguarding leader works effectively with other agencies and parents to resolve concerns.
- Leaders, including governors, have ensured that all employment checks are completed on anyone wishing to work at the school, to ensure that they are fit to do so. Such checks are held in a password-protected document and follow the recommended local authority format. At the time of the inspection, some staffing checks were not recorded in full on to this record.

Quality of teaching, learning and assessment

Inadequate

- The quality of teaching has declined markedly since the previous inspection. Teaching is hallmarked by low expectations and poorly planned lessons and series of lessons. Until very recently, teachers did not use pupils' prior assessment information to inform their teaching. As a result, pupils' attainment and progress over time have been variable, particularly at the higher standard.
- A review of pupils' books in English shows that pupils have lots of opportunities to write in a range of styles. Staff look to find interesting stimulus for pupils' writing. For example, in Years 4 and 5, pupils are studying the 50th anniversary of the moon landings, which has ignited pupils' enthusiasm effectively. However, teachers have failed to work collectively to implement a coherent approach to the teaching of writing that builds pupils' technical skills alongside developing pupils' descriptive techniques. As a result, pupils lack the depth of understanding and grammatical security needed to write competently at the higher standard. For most pupils this represents underachievement from their strong starting points into school.
- Teachers encourage pupils to read for pleasure and, for the most part, pupils do. As they mature, this contributes to pupils' broadening vocabulary. However, beyond this there is not a sequential approach to the reading curriculum. Formal reading sessions frequently lack purpose, particularly for those pupils working independently of staff. Classroom observations of such sessions showed that many planned activities offered limited challenge. Pupils were frequently seen off task, with some pupils completing puzzle books and others chatting to friends. Adult-led sessions were equally poorly matched to pupils' abilities, with teachers' questions too easy or too hard, or unconnected. This means pupils' wider reading skills, and understanding, are not extended as effectively as they should be.
- There is a coherent approach to the teaching of mathematics. However, although teachers ensure that the elements of mathematical fluency, reasoning and problem solving are taught, teaching is variable in its quality. Teachers do not routinely use assessment information to ensure that they know when to extend or to consolidate pupils' knowledge and skills. This is most evident in key stage 1 where pupils' progress

is poor.

- The teaching of the wider curriculum is equally weak. Subjects are taught within the context of a 'topic' and teaching does not enable pupils to develop a detailed knowledge and skills in a range of subjects. A review of pupils' topic books showed that pupils have not had sufficient opportunities to gain a deep understanding of the topics studied or develop subject-specific skills appropriately. In some subjects, there was very little evidence to indicate that pupils were getting the breadth of study as laid out in the national curriculum requirements.
- The teaching of phonics is effective in Year 1. Staff ensure that pupils receive activities that are appropriate to their needs. As a result, the vast majority of pupils succeed in the phonics screening check at the end of Year 1. It is much less effective in Year 2, where staff subject knowledge does not conform to the recommended practice for phonics teaching.

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' spiritual, moral and social development is effective. However, aspects of pupils' cultural development are less well developed. Pupils lack a wider awareness of those of other faiths and cultures. A new programme for religious education is to be implemented in September 2019, which leaders hope will support this aspect of pupils' development further.
- Leaders promote a healthy eating policy in school. Pupils are allowed to bring healthy snacks to eat at breaktimes. However, although the policy stipulates no crisps or biscuits, several pupils were observed openly eating packets of crisps and biscuits during breaktime. This demonstrates disregard for the policy, but also demonstrates staff reticence in assuming collective responsibility for its implementation.
- Pupils have a secure understanding of how to keep themselves safe. They know what bullying is and the forms it can take, particularly when using the internet. Although those pupils who spoke to inspectors were insistent that bullying was not an issue, they did speak openly about issues with friendships that they did not feel were always well managed by staff. This view is endorsed by a small minority of parents who responded to Ofsted's online questionnaire, Parent View.
- Older pupils embrace the opportunities they receive for additional responsibilities. The 'young leaders' particularly stand out for their willingness to sacrifice their own playtime to organise games for younger pupils. This contributes to pupils' sense of community.
- There is a strong commitment for ensuring that pupils access many and varied sporting activities. Pupils understand the benefit of taking part in exercise and its contribution to keeping healthy.

Behaviour

- The behaviour of pupils requires improvement.
- Teachers do not set clear and consistent routines and expectations for pupils' behaviour for learning. In several year groups, pupils lack pride in their work. Their books are poorly presented, with frequent examples of unfinished work, doodles and poorly formed handwriting and spelling errors. Some pupils call out when the teacher is talking and are slow to settle to their work.
- More generally, pupils conduct themselves well around school, and they are polite and welcoming to visitors. However, supervised movement around the school is not always as orderly as it could be. Staff do not all demand high enough standards in respect of this.
- There are very few serious incidents of poor behaviour that occur in the school. However, parents and pupils' perceptions of pupils' behaviour prompted leaders to review their behaviour policy. A new policy has been developed, which places equal emphasis on rewarding positive behaviour, as well as setting out the sanctions for any unacceptable conduct. The policy is due to be implemented in September 2019, so inspectors could not gauge the impact of it.
- Pupils' attendance is above the national average for all pupils. The proportion of pupils regularly away from school is below the national average. Leaders have strengthened their approach to monitoring pupils' attendance more closely and to tackling the incidence of term-time holidays.

Outcomes for pupils

Inadequate

- Pupils' progress in mathematics at the end of key stage 2 is below average. A shared review of pupils' work in all year groups shows that pupils' progress in mathematics is weak. Teachers' poor use of pupils' assessment information means that, too often, misunderstanding and errors go uncorrected. Likewise, planned activities frequently lack challenge and fail to build upon what pupils already know and can do.
- Over time, pupils' attainment in mathematics has been variable at both key stage 1 and 2, particularly at the higher standard. Although the most recent unvalidated data in the end of key stage 2 statutory assessments shows a slight improvement in pupils' attainment at the expected standard, it also shows a decline in the proportion of pupils attaining at the higher standard. A shared review of pupils' work across the year showed that pupils moved on to different and disconnected concepts before they gained a depth of understanding and before pupils' misconceptions and errors were ironed out.
- Leaders have not done enough to improve the teaching of mathematics. Their failure to consider pupils' progress from their starting points, alongside pupils' attainment, means that teachers do not plan to move pupils on from what they already know and can do effectively.
- Pupils' outcomes in the wider curriculum are weak. Pupils do not develop detailed knowledge, skills and understanding in a broad range of subjects. A review of pupils' work in books, which was a continuation from the previous school year, provided no

evidence of sustained study. From the limited evidence provided, activities completed were unconnected and did not allow pupils to build their subject-specific knowledge and skills.

- Historically, pupils' attainment in reading and writing has been too variable, at both key stage 1 and 2, particularly at the higher standard. This variable profile of pupils' attainment and progress is evident for current pupils. This is because there is not a consistent approach to teaching across the school, and teachers do not use prior assessment information effectively enough to ensure that pupils make the progress of which they are capable. From pupils' starting points that are above those typically expected, this represents considerable underachievement for many pupils.
- Leaders are unable to detail the academic progress pupils with SEND make, especially for those pupils who are working below their age-related expectations. Although teachers set targets for pupils' achievement, there is much inconsistency in their quality and usefulness. In some instances, the targets that are set bear no resemblance to those targets held within a pupils' education, health and care plan and are too broad to be measurable. As a result, pupils with SEND have made poor academic progress over time.
- The proportion of pupils meeting the Year 1 phonics screening check is broadly in line with the national average. However, not enough is done in Year 2 for pupils to meet the required standard. This is evidenced in the high levels of variability seen in the results for catch-up phonics from year to year and is endorsed by inspection observation.
- Pupils' progress in PE is more secure, and all pupils in the current Year 6 have acquired their 25 metres swimming award.

Early years provision

Inadequate

- Most children arrive with knowledge, skills and understanding above those that are typically expected for their age and stage of development. However, leaders' views on children's attainment on entry to school are inaccurate, and their understanding of assessment is weak. As a result, many planned activities lack the challenge needed for children to make the progress that they are capable of. Furthermore, leaders are unable to define precisely what progress children do make and what that looks like in terms of children's gains in knowledge and skills. Therefore, although the proportion of children reaching a good level of development is in line with the national average, this represents underachievement for many children given their starting points.
- Children receive a daily phonics lesson, but the main strategy for the teaching of reading does not always include the use of phonics. Children are taught guessing strategies and use pictures for clues, which renders phonics ineffective. Children know broadly one representation of every sound, but their progress is hindered from being better because of teachers' low expectations and lack of subject knowledge in the teaching of early reading. There is a lack of opportunity for children to read words and sentences, as the teaching focus overly emphasises segmenting for spelling and writing. At the same time, children's understanding of basic sentence construction is not reinforced.

- A range of free-choice activities, both indoors and outdoors, are provided for children to access, but these reflect low expectations, given children's typically high levels of concentration, cooperation and articulacy. Staff are able to engage with children in conversation. However, their limited range of questions, and a lack of subject expertise about how to take children's responses further, inhibit children's deepening knowledge.
- Staff lack subject knowledge in early mathematics to understand the small steps children need to make in their numeracy achievement. As a result, some children have regressed from their starting points.
- Leaders have accessed considerable professional development and training this year. They have visited several settings to observe other practice, which they have found beneficial. Such visits have given leaders ideas to improve resourcing in the outdoor environment and to increase parental engagement. However, leaders are unable to explain how these changes have made a difference to improving the quality of teaching and learning.
- Both Reception teachers share the role of the early years leader. They are well established in this capacity and have built effective relationships with neighbouring nursery providers. This means that children have a smooth transition into school and settle quickly. They manage this aspect of their role effectively.
- Leaders have strengthened their links with parents successfully. Those parents who spoke with inspectors valued the approachability of staff in the early years. More generally, parents welcomed the opportunity to be more involved in their child's learning. Parents are happy with the information they receive and feel that their children are well looked after and happy.
- Leaders have ensured that all welfare requirements in the early years are met. Staff understand the important role they play in keeping children safe.

School details

Unique reference number	121369
Local authority	North Yorkshire
Inspection number	10087658

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	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair	Rebecca Herman
Headteacher	Michelle Dawson
Telephone number	01347 838427
Website	www.alne.n-yorks.sch.uk/
Email address	admin@alne.n-yorks.sch.uk
Date of previous inspection	15 November 2011

Information about this school

- The school is smaller than the average-sized primary school.
- The headteacher and the chair of the governing body were appointed in September 2018, following retirements of the longstanding headteacher and previous chair.
- The proportion of children who are disadvantaged is smaller than the national average, as is the proportion of pupils with SEND.

Information about this inspection

- Inspectors visited all classes across the school, observing teachers more than once. Many of the observations were carried out jointly with the headteacher and the mathematics subject leader.
- Meetings were held with subject leaders, teachers and members of the governing body, including the chair of governors. The lead inspector met the new school improvement adviser from the local authority.
- Inspectors scrutinised pupils' work from all classes during lessons and more formally with the mathematics and English subject leaders. All Year 6 English books were reviewed, as well as a large sample of learning journals belonging to children in the Reception class. A review of pupils' topic books was also undertaken for foundation subjects.
- Inspectors held formal and informal meetings with pupils and heard them read.
- Inspectors observed the work of the school and considered a wide range of documents, including the school's self-evaluation, analysis of pupils' assessment information, action plans, attendance records, safeguarding files and records of governing body meetings.
- Inspectors took account of the 62 responses to Ofsted's online survey, Parent View, in addition to talking to parents at the start of the school day.
- The inspection took place on Tuesday 9 July and Monday 15 July 2019. The inspection was suspended for the interim period due to a serious medical incident at the school, which occurred on day 1 of the inspection.

Inspection team

Diane Buckle, lead inspector	Her Majesty's Inspector
Melanie Maitland	Ofsted Inspector
Lee Owston	Senior Her Majesty's Inspector

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