

# Inspection of a good school: Ingleby Greenhow Church of England Voluntary Controlled Primary School

Ingleby Greenhow, Great Ayton, Ingleby Greenhow, Great Ayton, Middlesbrough TS9 6LL

Inspection date:

22 November 2022

## **Outcome**

Ingleby Greenhow Church of England Voluntary Controlled Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils happily come to school each day. They know they are looked after by caring staff who know them and their families well. The school values of 'compassion, friendship and respect' are threaded through every aspect of the school. Pupils know and model these values. This is shown in the support and care they show to others.

Pupils flourish and benefit from their time at this ambitious school. They receive a good quality of education that begins from the moment they start in early years. Most pupils behave well in lessons. Episodes of bullying are extremely rare. Pupils are confident to report any concerns to staff. They know that adults will help them.

Leaders have ensured that pupils have access to a wide range of opportunities to better understand the world around them. Pupils' knowledge of individual subjects is deepened by the trips and extra-curricular activities which are thoughtfully linked to the curriculum. Many pupils develop leadership skills through the positions of responsibility that they hold. Pupils elected to the school council are looking forward to finalising their plans for the Christmas fair. Other pupils are 'well-being ambassadors' and caringly support pupils who may be anxious and need someone to talk to.

## **What does the school do well and what does it need to do better?**

Leaders have ensured that the curriculum in all subjects starts from the early years. The precise knowledge that leaders intend pupils to learn is clearly identified. As a result, teachers are clear about exactly what to teach and how to teach it. They ensure that every pupil in the mixed-age classes has what they need to make progress. This includes in the early years, where nursery-age children are helped to gain the foundational knowledge that they need for Reception Year. Teaching staff enhance children's learning through the creative use of the outside learning environment. Children in early years

develop mathematical skills by counting conkers, and older pupils are able to carry out scientific investigations.

Teachers carefully check that pupils have learned the important knowledge that leaders have identified. Teaching staff act swiftly to address any gaps in pupils' understanding. Pupils with special educational needs and/or disabilities (SEND) receive the help that they need. Teachers and skilled teaching assistants work closely together to ensure that the needs of pupils with SEND are met.

Leaders have worked hard to weave literacy through every aspect of their curriculum. Subject-specific language is highlighted in every classroom. Teaching staff model the use of ambitious vocabulary and it is used with increasing proficiency by pupils as a result. Children in early years enjoy their daily phonics lessons. They excitedly identify which letters make which sounds and make rapid progress with their reading. Those who need additional support benefit from the extra sessions that they have with trained staff.

Pupils' behaviour is good. Most pupils behave well in lessons and at social times. Occasionally, a few pupils disrupt the learning of others in some lessons. Leaders have implemented a new behaviour policy. This takes a restorative approach. Pupils can explain how this policy helps them to consider the impact of their actions on others. They recognise that some pupils need help and support to make the right choices. Pupils are keen to help others to do this.

Leaders know the importance of helping pupils to know and understand the diversity of the world around them. Pupils are respectful towards others who may be different from them. They are taught what it means to be a good citizen through social, moral, spiritual and cultural (SMSC) lessons, as well as in collective worship and through subject lessons. Pupils have a strong knowledge of Christianity. However, pupils struggle to recall information about other religions and wider knowledge from their SMSC lessons.

Governors are rightly proud of the school and everything it does for the pupils and their families. Governors check for themselves that the information school leaders provide them with is accurate. Staff are united with leaders in their aspirations for the school. Staff know that leaders have their well-being at heart and appreciate the personal support that they receive.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils know how to keep themselves safe and healthy. They know to report any concerns that they may have to a trusted adult. Pupils learn about the risks associated with the inappropriate use of social media and how to keep themselves safe when online. Leaders ensure that pupils have the opportunity to discuss important issues, including safeguarding topics.

Leaders provide staff with regular training and updates about important safeguarding issues. Leaders check that staff have a strong knowledge of the risks that pupils may face

and the signs that suggest that a pupil may be at risk of harm. Staff report any concerns over pupils' welfare promptly and leaders take swift action. Referrals to wider safeguarding partners are made so that pupils and their families receive the help that they need. However, a few of the safeguarding records do not have sufficient detail to fully reflect the actions that have been taken to keep pupils safe.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, including SMSC, pupils struggle to recall the important knowledge that leaders have identified. This is because they have not had sufficient opportunities to return to this information over time. As a result, some pupils have gaps in their knowledge. Leaders should ensure that there is a consistent approach to revisiting key information so that pupils are able to retrieve this knowledge from their long-term memory.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2013.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	121503
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10240968
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	36
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Magdalena Staples
<b>Headteacher</b>	Michelle Norris
<b>Website</b>	<a href="http://www.inglebygreenhow.n-yorks.sch.uk">www.inglebygreenhow.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	26 September 2017, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, a new headteacher was appointed. A new chair of the governing body has recently taken up post.
- The school takes nursery-age children within the early years setting. At the time of the inspection, three children of nursery age were attending school.
- The school does not make use of any alternative providers.
- The school has been accredited at the silver level for the Learning Outside the Classroom Mark. The school also holds the Healthy Schools silver accreditation.
- The school is a voluntary controlled school with a religious character. The most recent section 48 inspection of the school was in June 2018. Due to the pandemic, section 48 inspections were suspended and the inspection window was extended by up to eight years. Therefore, the next section 48 inspection is due between June 2023 and December 2026.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher. They also met with the chair of the governing body and other governors. Telephone conversations were held with a representative of the local authority and with a representative of the Diocese of York.
- To evaluate the quality of education, inspectors did deep dives in mathematics, early reading, and art. This entailed meeting with subject leaders; visiting a sample of lessons; scrutinising pupils' work; talking to pupils about their work and talking with teachers. Inspectors heard pupils read. Further curriculum documents for SMSC, science and religious education were reviewed. Inspectors looked at a range of pupils' work in some other subjects.
- Inspectors scrutinised a range of documentation. This included safeguarding records, and leaders' school improvement plans. Inspectors reviewed a range of school policies, including those for behaviour, safeguarding and pupils' personal development.
- Inspectors took into account the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View.
- Inspectors considered the views of pupils through the responses to Ofsted's pupil survey and through conversations held with pupils. Inspectors considered the views of staff through meetings and conversations with different members of staff and from the responses to Ofsted's staff questionnaire.

## Inspection team

Eleanor Belfield, lead inspector

His Majesty's Inspector

Deborah Ashcroft

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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