



Ingleby Arncliffe Church of England Voluntary Aided Primary School

Inspection Report

Unique Reference Number 121618
LEA North Yorkshire
Inspection number 281060
Inspection dates 1 February 2006 to 2 February 2006
Reporting inspector Mrs Lesley Clark CfBT Lead Inspector

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

Type of school	Primary	School address	Ingleby Arncliffe
School category	Voluntary aided		Northallerton
Age range of pupils	4 to 11		North Yorkshire DL6 3NA
Gender of pupils	Mixed	Telephone number	01609 882432
Number on roll	56	Fax number	01609 882432
Appropriate authority	The governing body	Chair of governors	Ms P Hunter
Date of previous inspection	10 July 2000	Headteacher	Mrs G Gulliman

Age group 4 to 11	Inspection dates 1 February 2006 - 2 February 2006	Inspection number 281060
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This is a very small primary school serving an area of social and economic advantage on the northern edge of the North York moors. The proportion of pupils with learning difficulties and/or disabilities is above average as is the number of pupils with statements of special need. The majority of pupils are of white British heritage. When children start school their skills are broadly as expected for their age. The school has had staffing difficulties in the past two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good, happy, caring school in which pupils thrive, a judgement that matches the school's view of itself. Its Christian ethos is evident throughout as pupils work and play together with tolerance and respect for the needs and views of others. Provision for pupils' personal development is good and pupils are given good levels of care, support and guidance. Behaviour is good and attendance is broadly average. A next step in pupils' personal development is to foster greater independence by giving pupils a voice in what goes on at school. Pupils achieve well because of good teaching and good leadership and management. This ensures that they receive a balanced curriculum taught by a range of teachers. Standards are above average by the time pupils leave at the end of Year 6 though standards in writing should be higher by the end of Year 2. The school recognises that pupils should be more involved in assessing their learning so they learn from their mistakes. Provision for children in the Foundation Stage is good and they have good opportunities to learn both indoors and outdoors, choosing from many different activities. Good provision is made for pupils with learning difficulties and/or disabilities and they too make good progress because of the good level of individual help they receive. Although the school sends out weekly newsletters, many parents feel a bit in the dark as to what goes on. The school has not yet found a way to demonstrate its strengths to parents. The school has made good improvement since the last inspection and is well placed to improve further. It gives good value for money.

What the school should do to improve further

- Raise standards in writing by the end of Year 2.
- Give pupils greater responsibility for checking their work against individual targets so they learn from their mistakes.
- Establish a system for pupils to discuss and put forward their views so they have a say in what happens at their school.
- Seek ways to communicate further with parents so they understand how well their children are doing.

Achievement and standards

Grade: 2

The school's judgement of satisfactory standards and achievement is correct as far as Years 1 and 2 are concerned but overall pupils achieve well. Children enter the Foundation Stage with skills and knowledge typical for their age though their social and communication skills are often poor when they first start. Standards are close to those expected at the end of the year, indicating good achievement because few have a full three terms in Reception and most have had limited pre-school experience. Achievement is satisfactory overall in Years 1 and 2 and standards are broadly average. Reading standards are improving because of the new reading scheme designed to promote pupils' understanding through sharing and discussing books. However, pupils'

writing is below average with weaknesses in spelling, punctuation and writing at length. While achievement is satisfactory in mathematics pupils fill in too many worksheets and this limits potential high flyers. Standards are above average by the end of Year 6 in English and particularly good in mathematics, a subject pupils enjoy. They are close to average in science because pupils do not use sufficiently scientific vocabulary. Pupils with learning difficulties and/or disabilities make good progress. An increasingly large proportion of pupils exceeds national expectations and the current Year 6 is on track to meet very challenging targets.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good as is their spiritual, moral, social and cultural development. Attendance is satisfactory on the whole though a few pupils have prolonged absences. Pupils behave well. They thrive in the school's inclusive atmosphere, becoming responsible, caring people, willing to help others. Younger children learn to work and play constructively together, learning to take turns and share. Year 6 pupils talked quite openly about how they learnt to be more considerate towards those who found 'making friends difficult or had problems controlling their behaviour'. They explained how setting up 'Playground Pals' helped to sort out bullying. While older pupils have a certain amount of responsibility, the school at present has no system for allowing pupils to discuss and put forward their views. Similarly, pupils are not sufficiently involved in checking their work to ensure they learn from their mistakes. Pupils clearly enjoy school. They concentrate hard in lessons and play vigorous games outside. They are aware of the importance of living healthily and have 'Road Safety officers' who check all is well. They love physical education but would like to do more competitive sports in addition to football. Pupils are well prepared for their future economic well-being and working in and selling produce from the school's organic garden gives them a good insight into business practices.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and there is some outstanding practice in mathematics in the Year 5/6 class. In all three classes, teachers and teaching assistants cater well for a very wide range of abilities and ages, giving individual support and attention to those who have learning difficulties and/or disabilities and different challenging tasks to more able pupils. Reception children have a wide choice of thought-provoking activities both indoors and outdoors and as a result they learn well. In Years 1 and 2, pupils have good opportunities to learn through practical tasks but they have too many worksheets to fill in and so limited occasions to practise writing numbers or to write at length. In Years 3 to 6, teachers' good subject knowledge means they teach confidently and in a style which carries learners along in an enjoyable and productive way. Where teaching quality is outstanding, teachers use information and

communication technology (ICT) very effectively to teach logically and systematically and to clarify misconceptions. Marking is usually encouraging but does not always indicate precisely what pupils should do to improve their work consequently pupils tend to repeat mistakes.

Curriculum and other activities

Grade: 3

This aspect is satisfactory rather than good as judged by the school. The curriculum provides a broad and balanced education with due emphasis on developing the skills of literacy, numeracy and ICT. There is a satisfactory range of extra-curricular clubs and activities and a good range of educational visits. Specialist teaching in music and provision for individual instrumental tuition are undoubted strengths but, for example, there is no school orchestra or choir for pupils to learn through making music together. Provision for personal, social, emotional development and citizenship is evident throughout the curriculum. The school improvement plan indicates clearly planned developments to enhance learning through linking subjects creatively together. Provision for sport is satisfactory but more could be done to promote a wider range of sporting activities through further links with other schools.

Care, guidance and support

Grade: 2

Trusting relationships between staff and pupils make pupils feel secure and create a happy working environment. The school's systems to ensure child protection and pupils' health and safety, including healthy eating, are good. The school has addressed parental concerns about the muddy verges at the edge of the playground by erecting a temporary fence at one side while the grass recovers and by insisting that pupils wear outdoor shoes or Wellington boots. The school works well with outside agencies to ensure that pupils with learning difficulties and/or disabilities make good progress and makes good provision for pupils who are academically more able to learn alongside pupils at a similar level. Assessment systems are good and clearly chart pupils' progress as they move through the school. The school has demonstrably good systems in place to ensure that pupils behave well and tackles issues such as bullying effectively.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher sets an extremely good example through her own teaching and manages the school very efficiently on very little time given her nearly full-time teaching commitment. Governance is good and the governors have a good understanding of the school's strengths and relative weaknesses, offering constructive support. The school improvement plan makes clear the areas for further development and demonstrates that the school has made good improvement since the last inspection. The recent staffing difficulties have been tackled sensibly and sensitively and disruption to pupils' learning minimised as far as possible.

At the same time, sufficient time to plan, prepare and assess has been allocated to all teachers and productive links made with other small schools to share ideas and expertise. This has ensured pupils continuing good achievement as they have benefited from using and learning from new technologies and from being taught by different people. Above all, the school is outward looking.

The school recognises that it needs to do more to involve parents because many parents are lukewarm in their recognition of what the school does well. A significant minority feels that their views and concerns are not always taken into account. Although weekly newsletters, for example, give information, parents have few opportunities to see their children's work in assemblies or receive newsletters from the pupils' point of view. The problem is compounded because parents tend to wait at the school gates for their children to join them and therefore it is hard to chat with teachers informally as and when concerns arise.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school and for being so friendly and helpful. I really enjoyed talking to Year 6 and hearing about 'Playground Pals'. I want to share with you what I thought about your school.

What I liked most about your school

- I think you behave well in lessons and work hard.
- I like the way boys and girls and children of different ages play happily together and the way you really run energetically during playtimes.
- I think your teachers make lessons interesting and that you and your teachers use computers well to help you to learn.
- I think your school is well run and that your headteacher manages to make time for everything, including teaching most of the day.

What I have asked your school to do now

- I think that pupils in Years 1 and 2 should practise their writing more so they learn to write accurately and at greater length.
- I think it would help you to learn from your mistakes if you checked your work through carefully to see if you have met your own individual targets.
- I think you have a lot of good ideas about your school and should have some way of contributing to what goes on at school so your suggestions can be taken into account.
- I think your parents need to know a bit more about what you do here so they can understand how well you are getting on.

I enjoyed talking to you and watching you learn and wish you well for the future.