

Ingleby Greenhow Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	121503
Local Authority	North Yorkshire
Inspection number	314012
Inspection date	16 April 2008
Reporting inspector	Robert Robinson

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	28
Appropriate authority	The governing body
Chair	Mr Brian Wilcox
Headteacher	Miss Gillian Bottomley
Date of previous school inspection	29 November 2004
School address	Ingleby Greenhow Great Ayton Middlesbrough TS9 6LL
Telephone number	01642 722675
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Introduction

The school was inspected by one Additional Inspector.

Description of the school

Almost all the pupils at this very small rural school are of White British heritage. Many pupils are transported from remote farms and hamlets within the North Yorkshire Moors National Park. Numbers have fallen drastically since the last inspection mainly due to demographic changes within the local area and high pupil mobility. The socio-economic circumstances of the area are very mixed but overall are about average. A high proportion of pupils have learning difficulties and/or disabilities and statements to support their special educational needs. Pupils' skills on entry vary from year to year because of small numbers joining the school. However, children's skills tend to be below the expectations for their age when they start the Reception year. In recent years there have been several unavoidable changes of leadership and staffing. The current headteacher took up post in September 2005. Pupils are taught in two mixed-age group classes - Reception to Year 3 and Year 3 to Year 6. At present, there are no children in Year 2 and only one child in the Reception year. The school has gained the Activemark award and takes part in the national graduate teacher training programme.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Ingleby Greenhow School provides a good education for its pupils. It serves its diverse community well. Parents and pupils praise highly all aspects of the school's work. Almost all parents responded to the inspection questionnaire. Their comments were very positive and the following summed up their feelings: 'A fantastic local friendly community school where children excel.'

Pupils' achievement is good. Standards are broadly average by the end of Year 6 though they vary from year to year. This is owing to the small numbers in each year group in addition to variations in the proportion of pupils with learning difficulties and/or disabilities. As well as all groups of pupils making good academic progress, pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils respond well to the good quality of teaching. They have wonderful relationships with one another and staff. No time is lost in lessons dealing with behavioural issues as pupils' behaviour both in classes and around school is exemplary. The pace of learning is brisk and pupils enjoy school greatly. Teachers plan lessons well so that the needs of all pupils are met. Pupils gain in confidence as they move through the school. Older ones set a superb example to others in the way they take responsibility in helping with the smooth running of the school. They are considerate and caring of younger pupils and for those with profound learning difficulties and/or disabilities.

The curriculum is good and matched closely to pupils' interests. It extends their understanding of different cultures and locations whilst building on pupils' knowledge of their own environment. The school recognises the need to develop further pupils' opportunities to extend their learning in literacy, numeracy, and information and communication technology (ICT) through work in other subjects.

With stability of leadership and staffing, pupils' progress has speeded up. The good leadership and management of the headteacher and governors ensure the care, guidance and support of all its pupils are exceptionally good. Because of good academic guidance and first-rate pastoral provision, pupils are extremely well prepared for future life and learning. The good improvements at the school since its last inspection indicate that it is well placed to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage (Reception) is good, as are the leadership and management. Children have a great start to schooling because the quality of teaching and the curriculum are good. The strong emphasis on outdoor education linked to work indoors enables children to make good progress. Children learn to take pleasure in the natural world. For example, they planted and cultivated onions following a practical investigation of the number of onions needed to make three sets of four rows. Children's progress is tracked carefully and their individual needs well planned for. As a result, by the end of Reception most children are working within national expectations or above. Links with parents are well established through effective induction procedures and discussions during the Reception year. Parents appreciate the good start their children have at the school.

What the school should do to improve further

- Enhance opportunities for pupils to consolidate, develop and extend their skills in literacy, numeracy and ICT during lessons throughout the curriculum.

Achievement and standards

Grade: 2

Standards vary from year to year because year groups are very small and the performance of one pupil can have a disproportionate impact on overall test results. Standards in the 2007 Year 6 national tests were broadly average, though lower in English and mathematics than in science. Current standards in Year 6 are broadly average in English, mathematics and science. The progress and achievement of pupils who find learning particularly difficult are as good as those who reach higher levels. The school is well placed to reach the challenging targets set for the current Year 6 pupils.

Personal development and well-being

Grade: 1

This is a major strength of the school. Pupils have an extremely good understanding of how to keep healthy and live healthy lifestyles. They appreciate the wide range of physical activities they can take part in both within lessons and in lunchtime clubs. They are proud to have gained the Activemark award. The very well organised 'huff puff' initiative encourages pupils to engage in physical activities using playground equipment as well as to take responsibility for sporting equipment. Pupils state that they feel safe at school and feel they can approach any member of staff if they have any problems. Bullying is not an issue because behaviour is first-rate and everyone cares for one another. Attendance is average, which is not a reflection of pupils' immense enjoyment of school. While the majority attend well, factors such as adverse weather conditions, for example, occasionally impact on attendance rates because school transport cannot reach safely outlining areas to collect pupils. Pupils are exceptionally well prepared for future learning because of their good basic skills and superb attitudes to learning as well as their confidence to work independently and as part of a team.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan carefully work for individual groups based on prior attainment. They ensure pupils have a good understanding of what they are expected to learn. Teaching assistants support pupils well in individual and group work. Teachers' questioning of pupils is generally good, though sometimes it is too general and not linked sufficiently to pupils' level of attainment. Resources are used well, including displays to celebrate pupils' work as well as to aid learning. Teachers encourage pupils to set themselves targets and to evaluate their progress towards them. The marking of pupils' work is thorough and includes detailed comments. These indicate clearly how well they have done and what they must do to improve further.

Curriculum and other activities

Grade: 2

An enjoyable, broad and balanced curriculum has been established with a strong emphasis on personal, social, health and citizenship education as well as basic skills. This contributes extremely well to pupils' personal development and academic progress. For example, older pupils took total responsibility for an assembly. They explained articulately through role play, penetrating discussion and questioning the dangers of drinking and driving. Visits within the local

environment, to museums and places of worship, such as the local Anglican Church and a Sikh Temple, assist pupils' cultural development. Studies of the local environment enhance pupils' appreciation and pride in the locality. Increasingly, the school makes connections between subjects to add purpose and enjoyment to learning. It is now beginning to plan additional learning opportunities to develop further literacy, numeracy and ICT skills in other subjects. The wide range of out-of-school activities, such as clubs, and sporting tournaments with other local schools, provide increased opportunities for pupils to develop healthy lifestyles.

Care, guidance and support

Grade: 1

The school cares for its pupils extremely well and ensures they feel secure at school. Government safeguarding requirements are met and child protection procedures are securely in place. Health and safety and risk assessment arrangements successfully promote a safe environment. Parents and pupils agree that children are looked after very well. Systems in place to encourage good attendance and ensure pupils' safety are rigorous and supported by parents. Checks are made quickly after the start of the school day if, on a rare occasion, an absence has not been reported by parents. Very good support for vulnerable pupils is achieved through school staff and outside agencies working closely together to meet individual needs. The checking of all pupils' progress is detailed and the information used very well by the leadership team and teachers to plan future learning for each pupil. As a result, lessons provide appropriate challenge.

Leadership and management

Grade: 2

The headteacher has built up a strong team of staff who are assisted by dedicated and supportive governors. Together, they have reviewed the aims and objectives of the school so that all share the same vision. Management systems are fully in place and understood by staff and governors. Members of staff are beginning to take a more active part in the leadership of subjects, which is satisfactory overall. The school trains graduates successfully to enable them to become teachers. This has helped all teachers to be far more reflective about their own practice. Supportive observations of teaching have had a marked effect on improving the quality of teaching and learning, and staff's professional development. All pupils are fully included, irrespective of their level of attainment, in all aspects of school life. Parents of children with specific learning difficulties and/or disabilities praise highly the help provided for their children. Close links are established with the local primary and senior schools to offer additional opportunities for pupils and joint training sessions for staff. The school plays a central role in the local community with strong links with the local church. Leaders have made a close evaluation of areas of the school's work. From this good appraisal detailed plans are in place, which provide clear direction for the future.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

Inspection of Ingleby Greenhow Church of England Voluntary Controlled Primary School,
Middlesbrough, TS9 6LL

It was a privilege to inspect your school as it provides you with a good education. You achieve well and the standards you reach are broadly average. This is because you are taught well and the school is led and managed well. Your headteacher, staff and governors work well together and have a clear understanding of your needs. The headteacher knows what the school has to do to improve further. However, I have asked the school to increase your opportunities to use literacy, numeracy and ICT in other subjects, to help you reach higher standards.

I was very impressed by your excellent behaviour and how interested you were in your lessons. You told me that you enjoy being at school, feel safe and are proud of your school. I was pleased to see how you take responsibility within school, such as looking after equipment and leading assemblies. You have a very good understanding of how to keep healthy and actively participate in sporting activities. Staff look after you extremely well and I was pleased that you all get on so well together.

I appreciated talking to you about your work and watching you learn. I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.