

# Ingleton Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	114225
<b>Local Authority</b>	Durham
<b>Inspection number</b>	325967
<b>Inspection dates</b>	23–24 March 2009
<b>Reporting inspector</b>	Tom Grieveson HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	0
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Dr Angela Fearneyhough
<b>Headteacher</b>	Mrs Judith Pressley
<b>Date of previous school inspection</b>	1 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Manor Road Ingleton Darlington County Durham DL2 3JE

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<b>Age group</b>	4–11
<b>Inspection dates</b>	23–24 March 2009
<b>Inspection number</b>	325967

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

This small school is located in Ingleton, midway between Darlington and Barnard Castle. It draws pupils from the immediate village and surrounding area. While the number of primary aged pupils living in the school's catchment has declined in recent years, this is now increasing with the school roll projected to rise again from September 2009. All pupils are of White British heritage. Relatively few are entitled to a free school meal, reflecting the relative social advantage which characterises the area. The school is organised into three classes; Reception, Year 1 and 2 pupils are grouped together and two further classes for lower and upper Key Stage 2. An average proportion of pupils have learning difficulties and/or disabilities. The school offers childcare facilities in the morning and after the school day for pupils who attend Ingleton and other neighbouring primary schools. The school has successfully acquired a range of accredited awards, including Investors in People and Investors in Children, Healthy Schools Award, Activemark and the Global Partnership Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Ingleton Primary is a good and improving school. The school's contribution to pupils' personal development and well-being and the level of care it affords them are exemplary. The headteacher and staff have successfully tackled the areas for improvement identified at the time of the previous inspection and the underlying trend is securely one of improvement. The large majority of parents who made their views known, fully appreciate the provision which the school makes for their children.

Pupils enter the Reception class with skills and knowledge which reflect expectations for pupils of this age. Good provision enables the majority to make good progress and attain above average levels by the time they enter Year 1. This good progress continues throughout Key Stage 1, although in some years not enough more able pupils attain as highly as they should by the end of Year 2. Un-validated results at Key Stage 2 in 2008 demonstrate above average attainment in English, mathematics and science and represent good achievement for this cohort. Science results were particularly high. Those pupils with learning difficulties and/or disabilities make similar progress to their peers.

Teaching and learning are consistently good. Classrooms are busy and industrious places with pupils responding well to the opportunities afforded to them. Teachers make good use of assessment information and their knowledge of pupils' capabilities when planning lessons. This ensures that activities are finely matched to pupils' learning needs and enables them to make good progress. Additional support for those with learning difficulties and/or disabilities is particularly good in helping these pupils to access learning and do well. In most cases, teachers mark pupils' work accurately and provide them with helpful feedback from which they can make progress. There are examples of exemplary practice. However, this is not consistent as some marking leaves pupils with limited information about how well they have done or how to improve. Innovative changes are being made to the curriculum. In particular, by purposefully linking subjects together through well considered project work pupils' enjoyment of learning is being greatly enhanced.

Pupils' personal development and well-being are outstanding. Their attendance is excellent. Pupils talk proudly of the school. Their attitudes towards their work and each other are exemplary. Behaviour at all times is very good. Pupils show a high degree of concern for others, for example older pupils in particular display a keen interest in the welfare of younger children.

Leadership and management are good. The headteacher has ensured that those areas for improvement at the previous inspection have been tackled successfully. Strengths and areas requiring improvement are clearly understood. The school improvement plan provides clear direction in addressing those areas where progress is required and underpins the improvements being made. The school has good capacity to make further improvements and offers good value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The ten Reception-aged children are taught in a mixed class alongside Year 1 and Year 2 children. Their attainment on entry to the Early Years Foundation Stage is broadly in line with expectations, although this varies between cohorts. Good progress ensures that by the time pupils enter Year 1 the attainment of the majority is above average. This occurs because their

needs and capabilities are well known and understood and because staff ensure that assessment of their needs is thorough and accurate. A good balance of independent activities for children to select is complemented by well planned interaction with staff which combine to promote learning well and leads to good progress. The outdoor learning area offers an extensive variety of activities to both interest and enthuse the children; this area has seen significant development since the previous inspection. Reception children often begin lessons alongside Year 1 and Year 2 pupils but they quickly move onto activities which are well designed to meet their needs and are distinct from those for older pupils, such as in the session seen during the inspection about animals and their offspring. This began with all children in the class mixing confidently. Reception pupils responded well to the teacher's carefully considered questions before moving to engage in purposefully designed activities which met their particular needs very well. Children move around safely. They are secure in their routines and confident in their surroundings. They are at ease working with other Reception age children but are equally happy alongside their older peers. Relationships with staff are very good. Leadership and management of the Early Years Foundation Stage are good. Actions taken since the previous inspection have successfully improved provision and raised outcomes for pupils. Planning is effective and carefully designed to meet the distinctive needs of Reception age pupils. Staff are deployed well to support children.

### **What the school should do to improve further**

- Increase the proportion of pupils attaining Level 3 at Key Stage 1.
- Improve the quality and consistency of marking and feedback to pupils.

## **Achievement and standards**

### **Grade: 2**

Standards at Key Stage 1 have been consistently above average over time. In some years they have been well above average. They do fluctuate from year-to-year, however, reflecting the number of pupils with learning difficulties and/or disabilities in a particular cohort and the higher than average proportion of pupils who join or leave the school during the Key Stage. In 2008, standards were above average in writing and mathematics but average in reading. While pupils achieved well overall, too few attained the higher Level 3. Standards at Key Stage 2 in 2008 remain unvalidated but represent a marked improvement on those attained in 2007. Almost all pupils attained Level 4 in each subject. One third attained Level 5 in English, one quarter did so in mathematics and two thirds reached this level in science. Pupils' achievement given their starting points is good. Pupils with learning difficulties and/or disabilities also do well and often better than similar cohorts nationally.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being continues to be outstanding. Their spiritual, moral, social and cultural development is excellent and is reflected in their behaviour, their actions and the care and concern they demonstrate towards their peers. They demonstrate a clear understanding of right and wrong. Pupils say they feel safe and secure and know that staff will support them if they require help. There are very good relationships between all age groups; pupils relate well to each other and to adults. Their attendance and punctuality are exemplary. Pupils have excellent attitudes to learning; they listen carefully and are attentive in lessons. They show enjoyment in carrying out tasks, taking personal responsibility for completing their

work. Pupils cooperate very well together, often working on shared activities. Very high standards of behaviour are evident in classrooms and around the school, with the large majority of pupils displaying a good awareness of the needs of others. Pupils have a very strong commitment to eating healthily and leading a healthy lifestyle. They speak highly of the healthy options available at lunchtime. They have a good knowledge of how to keep fit and many take regular exercise and participate in sporting events. Well established procedures enable the school council to represent pupils' views effectively. Council members spoke positively about their work and appreciate the headteacher's interest in their ideas and her response to their requests. Pupils' good basic skills and their willingness and ability to take responsibility for their own learning provide a secure basis from which to make further progress.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good in all classes and underpins pupils' good achievement. Lesson planning takes account of the differing abilities and ages in each class because teachers make good use of the school's accurate assessment information. This results in lesson activities which effectively move learning forward. Time is taken to explain carefully the content and purpose of lessons, providing a secure context from which pupils undertake their work. Lessons are active with an emphasis on practical, often collaborative tasks which motivates pupils. Resources are used well, interactive whiteboards in particular helping pupils to focus on key learning points. Teachers deploy their time effectively to work with groups and individuals. Through effective questioning and explanation they ensure that pupils benefit fully from lesson activities. Timely and well considered support for pupils with learning difficulties and/or disabilities enables them to make good progress because they are able to engage fully in the tasks provided. While some marking of pupils' work is excellent, providing accurate feedback about how well they have done and how to improve further, this is not routine. In some books and files marking is purely celebratory and offers little to pupils about how to improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum is being extensively re-designed to make learning more relevant and enjoyable for pupils. While the focus remains securely on the core subjects, profitable links are being established to provide better opportunities for pupils to develop their core skills in other subjects where opportunities exist. Inspection evidence confirms that these changes to the curriculum have captured pupils' imagination and extended their enjoyment of learning and are popular. The curriculum is further enhanced by good use of external expertise and through visits to places of interest, including residential opportunities for older pupils. The school has developed profitable links with a school in Zambia. The work on the school's Africa project is well organised and is providing opportunities for pupils to better understand the life of pupils in a very different culture to their own. The forthcoming visit of teachers from Zambia is greatly anticipated by pupils. A good range of extra-curricular opportunities, supported through the after school facilities, offer a suitable range of interesting and relevant clubs and courses. The curriculum provides pupils with very good opportunities to develop collaborative skills of working together and with different age pupils. This is supporting pupils' confidence in offering their own ideas and fostering their teamwork skills. During the inspection, pupils from Years 3

and 4 were given the opportunity to share their stories with younger pupils and have their work celebrated. This experience of reading their work to others successfully helped develop their self confidence through the recognition they received for the quality of their work.

## **Care, guidance and support**

### **Grade: 2**

Pupils are exceptionally well cared for and this helps them feel safe and secure. Safeguarding and risk assessments meet statutory expectations and are routinely carried out. Attendance rates continue to be excellent and are monitored effectively. Assessment routines are good and are being revised further to provide more information for staff about the progress being made by pupils in order that the school can intervene swiftly where under-performance is identified. Pupils know their targets and in many workbooks these are located so that pupils can keep track on how well they are doing. Transition arrangements and liaison with parents are good although a minority of parents who made their views known to the inspection team consider that the manner in which the school collects their views could be improved. Governors are responsible for the extended school provision which takes the form of a company limited by guarantee. The headteacher is the secretary. This provides good quality care before the start of the school day and again afterwards for pupils of Ingleton and other neighbouring primary schools. After school provision also allows paid access for pupils to attend clubs and activities.

## **Leadership and management**

### **Grade: 2**

The quality of leadership and management is good. The headteacher and staff have been resolute in tackling the areas for improvement identified at the previous inspection while maintaining a secure focus on raising standards. The school's strengths and weaknesses are known in fine detail and the school improvement plan takes full account of those areas which require improvement the most. Performance management arrangements are secure, providing a clear line of sight between the school improvement plan and the accountability of staff members for driving improvement. The headteacher and all staff have multiple curriculum roles and work diligently to carry these out. The headteacher undertakes a high teaching commitment alongside her other duties. All staff are clear about the need to prioritise their roles according to school improvement plan priorities.

Partnership working is effective. The school engages successfully with a range of other schools to promote curriculum links and to extend opportunities for pupils to work with others nearby. In addition, partnership working with the local authority is effective in meeting pupils' needs and the use of external expertise greatly enhances learning opportunities for all pupils.

Much is being done to extend the school's contribution to community cohesion. Extensive parish and village participation is being supplemented well through curriculum changes so that pupils develop a good understanding of their local area and its needs. The school is very much part of its community and offers a wide range of facilities. Much effective work ensures that pupils develop a good awareness of the diverse nature of British society. Very good links with a Zambian school, including staff exchanges, are promoting pupils' awareness of life beyond Britain.

Governors know the school's strengths and weaknesses well. High expectations are evident and governors are keen to further strengthen their role in both supporting and challenging the



school. More dedicated time has been allocated to enable governors to focus more directly on school business and more overtly hold staff to account for its performance. Value for money is good.

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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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	2
How well does the school contribute to community cohesion?	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**

25 March 2008

Dear Pupils

Inspection of Ingleton CofE Primary School, Durham, DL2 3JE

Thank you for helping me when I inspected your school recently. In particular I would like to thank members of the school council who gave up their lunch break to share their views about the school and the council's work with me. You were all a credit to the school. Well Done!

Ingleton Primary is a good school. It does most things well. The level of care which the school provides, and your personal development and well-being are excellent. This includes your exemplary behaviour, your very high attendance and your positive attitudes to your work. I was particularly impressed with your dedication and hard work and the way in which you cooperate with each other in class. Mrs Pressley and the staff do a good job and have done much to improve your school since the last time it was inspected. The new organisation of the curriculum is meeting your needs well and is helping you all to make good progress in your work. I know how much you are enjoying this new approach. You told me, for example, about how you enjoyed the work on the Vikings and Africa. The models and displays are excellent.

I have asked the governors, Mrs Pressley and the staff to concentrate on making two things better. You might like to give some thought as to how you can help them.

- To make sure that more children in Key Stage 1 can reach the higher levels in their assessments at the end of Year 2.
- To make sure that when teachers mark your work, you always receive feedback about how well you have done and how you can improve further.

Thank you for making me so welcome at your school; it was a pleasure to meet you all. Please accept my very best wishes for the future.

Yours sincerely

Tom Grieveson

Her Majesty's Inspector