

Ingleby Arncliffe Church of England Voluntary Aided Primary School

Inspection report

Unique Reference Number	121618
Local Authority	North Yorkshire
Inspection number	327531
Inspection dates	25–26 February 2009
Reporting inspector	Frank Norris HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	46
Government funded early education provision for children aged 3 to the end of the Early Years Foundation Stage	0
Appropriate authority	The governing body
Chair	Mr P Bailey
Headteacher	Mrs G M Gulliman
Date of previous school inspection	February 2006
School address	Ingleby Arncliffe Northallerton North Yorkshire DL6 3NA
Telephone number	01609 882432
Fax number	01609 882432
Email address	admin@inglebyarncliffe.n-yorks.sch.uk

Age group	4–11
Inspection date(s)	25–26 February 2009
Inspection number	327531

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors. The inspector visited seven lessons, undertook a scrutiny of pupils' work, analysed teachers' planning and evaluated the accuracy of teacher assessments. Meetings were held with the chair of governors, staff and groups of pupils. The inspector also met parents and carers informally at the start of each day, spoke to one by telephone and evaluated a host of documentation, including the self-evaluation form. The results of the school's survey of parental views undertaken in autumn 2008 and 21 parental questionnaires completed for the inspection were also scrutinised.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- the quality of writing
- the robustness of the school's evaluation of the quality of teaching
- the contribution made by the curriculum to community cohesion
- the quality of information provided to parents and carers and the opportunities provided to help them fully participate in their children's learning
- the impact of assessment activities undertaken by staff and how they ensure future work is well matched to individual needs.

Information about the school

Ingleby Arncliffe C E Primary School is a small rural school. Pupils are taught in three class groups and the headteacher has significant class teaching responsibilities. The number of pupils in each year group varies considerably. Currently, the Year 6 group has 15 pupils with other year groups having as few as three pupils. The proportion of pupils with special educational needs is high. Pupils are White British or have not been classified by parents and carers as being representative of any particular ethnic group. Around 20% of pupils from various age groups leave or join the school during the course of a year. Some of those joining the school have particular learning difficulties, including dyslexia and behaviour problems. The rate of turnover is higher than many schools experience. The Early Years Foundation Stage consists of pupils taught within the first class alongside pupils in Year 1 and Year 2.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

Main findings

Ingleby Arncliffe is a good and improving school. Pupils appear happy, get on well with others including their teachers and many speak positively about the school. Pupils achieve well in nearly all lessons and across different subjects. The most impressive rates of progress take place in the Early Years Foundation Stage and by those pupils who transfer to the school with particular learning difficulties. Progress is generally good in other classes and for groups of pupils but there are a small number of occasions when it slows. This is because only cursory attention is given to assessing accurately what pupils have achieved and applying this information to ensure that all future lessons are sufficiently challenging. This hinders the progress of some more able pupils, particularly in literacy. Nevertheless, the majority of pupils attain standards that are generally above or well above national averages by the time they leave the school. Gifted and talented pupils are identified early as having special educational needs but the inspector observed some of these pupils and some higher attaining pupils receiving work that was not difficult enough at times. Evidence drawn from direct observations of pupils' learning during lessons and the scrutiny of their work reveals little difference in the progress made by boys and girls overall.

Children in the Early Years Foundation Stage are well taught and get off to a cracking start, developing their basic skills in a structured and supportive environment. The very favourable child to teacher/assistant ratio means they get regular and timely support and guidance. Children's phonic knowledge is consolidated effectively and particular emphasis is placed on shared reading to encourage enjoyment and interest. A strong commitment is made in assessing their development and ensuring that a comprehensive record is created. This work results in an impressive portfolio of individual children's work and teacher observations of the children's learning, and provides convincing evidence of at least good progress over time. This portfolio is being extended to cover other year groups in the first class.

Behaviour is good overall and the inspector observed many occasions when pupils were sensitive to the needs of others. A good example is the reaction of older pupils when a child needed attention in the playground. They quickly halted their game to make sure the child was okay and drew the issue to the attention of a member of staff. The school council meets regularly and has overseen some important

improvements in outdoor provision. Its involvement in helping to support other areas of learning has been more limited. The curriculum has broadened significantly since the previous inspection and many more sporting activities are available, particularly after school.

The headteacher, ably assisted by an increasingly challenging and well informed governing body, has accurately evaluated the school's overall strengths and weaknesses. Issues identified as requiring improvement in the previous inspection have been tackled with gusto and this has led to improved provision. The tracking of pupils' attainment is becoming increasingly accurate and is providing a more reliable source for evaluating the success of initiatives. The school development plan is satisfactory but does not include sufficiently clear targets for judging effectiveness. Many parents and carers are highly supportive of the school and are happy with the quality of provision, particularly in terms of social development, but a few do not feel able to offer their views using the school's own parental questionnaire. The school is aware of this and is considering changes to the way the survey is carried out in the future to encourage greater openness.

What does the school need to do to improve further?

- Ensure that work is always well matched to pupils' needs by:
 - immediately adopting the high quality assessment procedures undertaken in the Early Years Foundation Stage across the school
 - using information gained from previous learning to ensure that all work is sufficiently challenging, particularly for the most able in literacy lessons.
- Continue to seek ways to encourage more parents and carers to give their views by:
 - ensuring the results of future parental surveys are collated by an independent body to encourage greater openness
 - including a formal statement explaining how the school will act on the views offered by parents and carers in the survey
 - enabling representatives from the entire school community, including the school council, to contribute to an evaluation of the effectiveness of the school development plan each year.

How good is the overall outcome for individuals and groups of pupils?

2

Pupils usually achieve well and enjoy their learning. Their attendance is excellent. They respond particularly well when lessons contain a clear purpose and they can see a practical application to what they are learning. A good example is the positive reaction of older pupils to a French lesson about buying food using Euros. The school

provides particularly effective support for pupils who transfer from other schools with particular learning difficulties. The very favourable pupil/staff ratio plays an important part in ensuring these pupils quickly begin to catch up when they arrive at the school. The individual help that is frequently available provides a secure basis for relaxed and friendly relationships between staff and pupils. Overall, pupils work hard but there are times when teachers do not provide sufficiently challenging work for some higher attaining pupils. When this occurs, it is often due to teachers not using the information they have gained from the pupils' previous learning to accurately judge the level of challenge for them.

Pupils' attainment on entry when they join the first class varies considerably from one year to another but is generally in line or above the expectations for children of four years of age. For the many pupils joining at other times their attainment varies significantly but is generally in line with or below that expected for their age. The size of nearly all year groups in recent years has been very small and direct comparisons between the school's national test results and those achieved locally and nationally can be misleading. However, over time, most pupils attain standards that are either above or well above national averages at Key Stages 1 and 2. It is very rare for older pupils not to achieve at least two National Curriculum levels of progress during their Key Stage 2 years. Progress is particularly impressive for those joining the school at various stages throughout Key Stage 2. There is little discernible difference between the attainment of boys and girls. Looked after children are very well supported and achieve well.

Overall, pupils behave well in and out of lessons. They rarely require a firm word from a member of staff because they understand the rules and have a clear awareness of what is right and wrong. They feel safe, and agree that the few incidences of bullying are resolved promptly. Pupils have a good understanding of what constitutes a healthy diet and lifestyle. The strenuous activity and creative games they undertake at playtimes provide a good opportunity for them to exert themselves. School meals are nutritious and well balanced. Pupils make a good contribution to school life and the school council is beginning to influence the direction of the school more. Its involvement in helping to improve the quality of learning in classrooms is more limited though. In the wider community, pupils' work outstandingly well to raise money for charitable causes and thoroughly enjoy participating with local residents in major projects around the school, for example, the local project called the 'Big Breakfast'. The development of moral education is particularly strong as seen in a lesson for older pupils when they considered the moral message from a story they were studying. The school is aware of the mono-ethnic nature of the local community and utilises the curriculum well to extend pupils' knowledge and understanding of other ethnic groups, cultures and faiths. It has adopted a more flexible approach to the delivery of the curriculum in recent years and this has encouraged teachers to plan outreach opportunities in conjunction with other schools in the local authority. The standards reached by pupils in lessons and the importance placed on highly effective social development ensure they are prepared well for their transition to secondary education.

These are the grades for pupils' outcomes

Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	1
Pupils' attendance	1
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

The quality of the school's work

Teaching is generally good. It is based on good relationships between staff and pupils. This is important because pupils often have the same class teacher for up to three years. Teachers encourage pupils to work hard and try their best and more often than not they do. The class groups are quite small and this ensures that teachers and/or support staff quickly identify if a pupil is struggling with the work set or they require some encouragement. This keeps the atmosphere purposeful and productive. It also ensures that pupils with particular learning and/or behaviour difficulties receive prompt help and guidance. Invariably this is managed well by all staff but the contribution made by teaching assistants is often very effective. Pupils usually respond well to this support; they try hard and do their best. Teachers have good subject knowledge and convey a sense of excitement about work that connects learning from one subject to another. A good example is the way teaching staff in the first class integrated learning about mini beasts with the Hungry Caterpillar book, the lifecycle of a frog, phonic development, counting carefully up to 50 while also planning for a future mini beast hunt. Older pupils benefit from teachers using effective questioning strategies that reinforce previous learning and the carefully considered modelling of writing approaches on interactive boards. Teaching assistants are effectively deployed to support pupils with learning and/or behaviour difficulties. During the inspection there were a few occasions when these pupils did not fully integrate with others during collaborative work and relied on the input from the adult supporting them. This prevented them from always sharing their ideas with their classmates.

Teachers usually plan work that is appropriately challenging or is quickly adapted to ensure it is. There are, however, times when too little attention is given to observing and identifying weaknesses in pupils' previous work. This means that the planning for future work is not always using the most up to date information and results in some

¹ Grades for attainment are: 1 is high; 2 is above average; 3 is broadly average; 4 is low

unchallenging work being set. This particularly affects the rate of progress made by some of the most able in some literacy lessons. The school has significantly improved the way it uses the results from school-based and national tests assessments to gauge how much progress pupils are making over time. This information is beginning to be shared with pupils and converted into medium term learning targets. These targets appear at the front of pupils' work books but some pupils have yet to be convinced of their importance and do not work towards achieving them.

The curriculum meets statutory requirements in terms of content and has been extended significantly since the previous inspection with the introduction of sporting and musical activities before and after school. The school is aware of the financial demands some of these activities place on parents and carers and is sensitive to these issues, offering support when it is required. Recently, teachers have tried to integrate learning across traditional subject areas and this has led to projects that the pupils report being 'more interesting and fun'. The collaborative environmental work with members of the local community and the work on pyramids were identified as good examples by pupils.

These are the grades for the quality of provision

High quality teaching and purposeful learning	2
Effective assessment	3
An appropriate curriculum which meets pupils' needs, including, where relevant, provision through partnership with other organisations	2
Support, guidance and care	2

How effective are leadership and management?

The headteacher manages to balance the significant demands of teaching the class of oldest pupils with her leadership and management duties for the school well. She receives invaluable support from other staff who willingly adopt additional duties to ensure the school runs smoothly. This collaborative approach means that issues are tackled promptly and effectively. The school has an accurate view of its strengths and weaknesses and a good understanding of what it needs to do to improve further, for instance in teaching. It has tackled the issues from the previous inspection with gusto and secured good improvements in the role pupils play in the school and their involvement in checking their work for errors. It has improved the way it communicates with parents and carers through the introduction of a weekly newsletter and the creation of a school website. It acknowledges, however, that despite a positive response from parents and carers to a survey conducted last autumn to help determine their views on a range of issues, it did not explain how the results would influence the future direction of the school.

The work of the governing body has significantly improved since the previous inspection. It is proactive and acts as a critical friend. At the centre of these improvements is the chair of governors who has persuaded governors to undertake their curriculum responsibilities with increasing regularity and vigour. This has enabled governors to get a clearer picture of the quality of provision both within the curriculum area they are responsible for and the school in general. In addition, the

improved tracking of pupils' progress by teachers has enabled the governing body to hold the school to account for the standards achieved by pupils. The school development plan is satisfactory. It identifies correctly the areas requiring improvement but is less clear in terms of the specific targets to be reached.

The school has developed an acknowledged expertise in helping pupils who have struggled at other schools to catch up and thrive. It is strongly committed to being inclusive and in many respects it is successful in this regard. The small number of pupils in each class ensures that those with learning difficulties and/or behaviour problems make at least good progress. The inclusive approach is viewed by some parents and carers as a major strength but is perceived by a few to be a weakness because they feel too much attention is devoted to pupils that have attainment below the national average. On many occasions the inspector was struck by the great commitment of all staff to try and encourage all pupils to do well and to do so in an open and friendly manner. The school acknowledges that for some higher attaining pupils in literacy the progress they make is not always good enough but for highly vulnerable pupils it is consistently good and sometimes excellent.

The school has adapted the curriculum in recent years to extend pupils' knowledge and understanding of other ethnic groups, cultures and faiths. Since the previous inspection pupils have been increasingly better prepared for life beyond their village and for them to play an active and positive role in society. Safeguarding procedures are robust. The school maintains an accurate single central record of checks on the suitability of staff and carries out updates at the recommended intervals. Health and safety checks are strong, and risk assessments are regularly carried out.

These are the grades for leadership and management

Communicating ambition and driving improvement	2
Promoting equality of opportunity and tackling discrimination	2
Ensuring that safeguarding procedures are effective	2
Ensuring that the governing body provides effective challenge and support so that weaknesses are tackled decisively and statutory responsibilities are met	2
Promoting the school's relationship with parents and carers, including their involvement in decision-making about matters relating to learning and well-being	2
Developing partnerships with other providers, organisations and services	2
Ensuring the school contributes to community cohesion	2
Deploying resources to achieve value for money	2

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good. The teachers provide a wide range of well planned activities that are skilfully adapted to enable children of different abilities to achieve their full potential in all six early learning areas. Opportunities for role play are very effective and thoroughly enjoyed by the children. The interior layout of an aircraft established as an area to help develop children's communication and language skills was commented on positively by a number of

children and was particularly effective. The small numbers of children joining the school each year means that staff can give their personal, social and emotional development the highest priority. Children are encouraged to be open and inquisitive. They are very willing to chat to adults including the inspector about their feelings. During an observation made by the inspector when they were writing about animals, two children asked politely whether he was missing his own family while he was at work.

Behaviour is good. Children willingly share their equipment and listen carefully to the views of others. Teachers take every opportunity to develop learning from comments made by the children. A good example is the way a session on caterpillars was extended to include a plan for a future hunt for mini beasts after one child wondered whether it would be too cold for any to be found under the tyre in the outdoor play area. The teaching of early reading is given high priority and the outcomes achieved by the children are good. The teacher and teaching assistants devote considerable additional time to encouraging shared reading and build up a good understanding of phonics and a genuine interest in books. Children enjoy outdoor activities and often play vigorously with other children at playtimes. The outdoor area close to the first class room is, however, small and in wet weather restricts the opportunities the children have to use the facilities available. When the weather is dry the adjoining field provides a wonderful area for developing interest in knowledge and understanding of the world.

Since the previous inspection staff have been compiling a very detailed record of observations and examples of work for each child. This evidence provides a clear view of what each child can do. The teaching staff regularly refer to this evidence to determine what work should be planned for future sessions. This approach is an example of outstanding practice and provides convincing evidence of effective intervention from staff enabling good progress to be made over time.

How good are the outcomes for children in the Early Years Foundation Stage?	2
What is the quality of provision in the Early Years Foundation Stage?	2
How effectively is the provision in the Early Years Foundation Stage led and managed?	2
Overall effectiveness: how well does the setting/school meet the needs of children in the Early Years Foundation Stage?	2

Views of parents and carers

Parents and carers are positive about the work of the school. They appreciate the emphasis given to social and moral development and the family atmosphere. They welcome the moves made since the previous inspection to keep them better informed of events through the weekly newsletter and the school website. Some find it frustrating when arrangements for school events are changed at short notice or when pupils do not finish school on time. Most believe their children are making good progress but a few feel that some of the more able are not always stretched to reach their full potential. The inspection found this to be the case for some pupils in literacy lessons.

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

- Attainment:** the standard of the pupils' work shown by test and examination results and in lessons.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** an overall measure of the pupils' success in their academic learning. The term combines attainment and progress. Pupils might make good progress, for example, but if their attainment remains low, inspectors may judge that their achievement is only satisfactory.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.



27 February 2009

Dear Pupils

Inspection of Ingleby Arncliffe, Church of England Voluntary Aided Primary School, North Yorkshire DL6 3NA

Thank you so much for helping me when I came to your school recently. I enjoyed meeting you very much indeed. I judged that your school is doing a good job and that many of you are making at least good progress. This will not surprise you, as many of you, and your parents, told me this.

I really enjoyed chatting to you in lessons and in the playground. You expressed your opinions very clearly and they were very helpful to me. You told me how much you enjoy coming to school and I noticed how friendly you were to each other. I was particularly pleased to see older pupils caring for the young ones at playtime. The school council has made a good start in improving the facilities for you and I thought the shelter a wonderful idea. I have asked Mrs Gulliman to allow the school council to get more involved in helping the teachers and governors decide on what they need to do to make learning even more enjoyable.

Mrs Gulliman does well coping with being the headteacher and teaching Class 3. It is a very demanding role. She gets a lot of help from the other staff who are willing to help out when it is required. You are generally taught well and this makes the lessons enjoyable. During my visit to some literacy lessons I noticed that some of the more able children did not get hard enough work so I have asked the teachers to plan more carefully for this. I was particularly impressed with the way the teachers in Class 1 keep a record of what the children have covered so I have asked if these files can be rolled out to all classes as quickly as possible.

Parents and carers were very positive about the school but some wanted to know how their views can influence the work of the school more. I have asked the governors to look into this.

Yours sincerely

Frank Norris
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.