

Skipton, Ings Community Primary and Nursery School

Inspection report

| | |
|--------------------------------|-------------------|
| Unique Reference Number | 121416 |
| Local Authority | North Yorkshire |
| Inspection number | 339932 |
| Inspection dates | 3–4 December 2009 |
| Reporting inspector | Carmen Markham |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 42 |
| Appropriate authority | The governing body |
| Chair | Miss Jameela Bi Rafiq |
| Headteacher | Mrs Sandra Pearson |
| Date of previous school inspection | 8 October 2006 |
| School address | Broughton Road Skipton North Yorkshire BD23 1TE |
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Introduction

This inspection was carried out by one additional inspector. The inspector visited five lessons and held meetings with governors, staff, groups of pupils and spoke to parents. She observed the school's work and looked at documentation including the school improvement plan, school policies and details of the progress made by pupils. Parental questionnaires were also scrutinised.

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

- the progress of children in Early Years Foundation Stage
- the reasons for rising standards in Key stage 2
- the progress of girls and the more-able pupils
- how effectively the curriculum is organised to ensure the development of basic skills in mixed-age classrooms
- the effectiveness of leadership and management in the Early Years Foundation Stage, particularly in relation to provision and the accurate evaluation of children's progress.

Information about the school

The school is much smaller than the average primary school and the numbers attending have been falling but are now beginning to increase. It serves a diverse ethnic community in an area of mixed housing. The proportion of pupils known to be eligible for free school meals is above the national average. A very large majority of pupils are of British Asian origin. A small number of Polish pupils also attend the school. Most pupils do not speak English when they start school. The proportion of pupils with special educational needs and/or disabilities is above average. Children start school part time at the age of three in the Early Years Foundation Stage. The school has three classes of mixed-age children. There have been numerous and significant changes of headteachers and teaching staff in recent years. The current headteacher has been in post since September 2008. The school has achieved the Healthy School Award.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Ings Community is a good and improving school. The outstanding behaviour of pupils enables them to achieve well and enjoy their education. They are well supported by good teaching and effective care, guidance and support. Parents recognise the improvements in the school and are very supportive of the leadership of the new headteacher and the school.

Children enter the Nursery class with standards well below age related expectations. In recent years they have made good progress, so that by the end of Year 6 they attain average standards in English, mathematics and science. All groups of pupils, including those with special educational needs and/or disabilities, achieve well overall, but in some classes their progress has varied because numerous staffing changes have contributed to inconsistencies in the quality of teaching. The accurate and regular monitoring of teaching, and much valued support and advice from the local authority, have significantly improved teaching. Most is good and some is outstanding, but pockets of no better than satisfactory teaching remain.

Children in the Early Years Foundation Stage make satisfactory progress. They make a good start in learning English and developing social skills, but staff are not always clear about how to improve children's learning. Some aspects of the provision, including the outdoor area, limit children's creative development. Although attendance has improved significantly since the last inspection there are still some pupils who do not attend regularly enough.

The commitment, ambition and drive of the headteacher is reflected in good quality monitoring and effective improvement planning that is based on secure evaluation of the school's performance. Since the previous inspection there has been significant improvement in all aspects of the school, including achievement, behaviour, attendance, teaching and governance. This indicates that the school has good capacity to improve further.

What does the school need to do to improve further?

- Make sure that the quality of teaching is at least consistently good by:
 - ensuring that progress is accurately assessed and recorded to help teachers to plan accurately for pupils' next steps in learning
 - reviewing the induction programme for newly-appointed teachers so that they are aware of their responsibility to ensure assessment is accurate, expectations are high and pupils develop as independent learners.

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- Improve leadership and management, provision and progress in the Early Years Foundation Stage by:
 - identifying an experienced member of staff to support the development of the provision
 - improve the skills of staff in relation to assessment and the tracking of children's progress
 - develop the outdoor area to provide greater opportunities for imaginative and creative play.
- Improve attendance by:
 - working with parents and the local community to emphasise the importance of good attendance
 - consulting with similar schools where attendance is good or better to access new approaches to improve attendance
 - reviewing procedures to improve attendance in school.

Outcomes for individuals and groups of pupils**2**

Standards at the end of Key Stage 1 have consistently been below average. However, improved teaching is currently accelerating progress in Key Stage 1 where standards are rising. By the end of Year 6 standards are average overall and above the national average in mathematics. The more-able pupils achieve well. A significant proportion of the current Year 6 pupils are working within the higher Level 5 in English, mathematics and science.

The scrutiny of pupils' work, lesson observations and assessment information, demonstrates that pupils' achievements and their enjoyment of learning are good. Pupils make satisfactory progress through the Reception class and Key Stage 1 as they develop the skills to communicate in English. All groups of pupils then make good progress through Key Stage 2. Pupils with special educational needs and/or disabilities make good progress, as they are quickly identified and provided with the support that they need. Pupils who speak English as an additional language make good progress and achieve better than their peers nationally. Overall, boys and girls make similar progress, although there are differences between cohorts.

Pupils are very thoughtful and considerate of others. Their outstanding behaviour enables them to enjoy their lessons, feel safe and become increasingly aware of their own responsibility for themselves and their learning. All pupils have responsibilities within the school and this makes a positive contribution to the school community and the development of skills that lead to their future well-being. The school and eco councils also help pupils to think about the community beyond the school. Pupils are enthusiastic fund-raisers for projects around the world and understand the importance of saving precious world resources, such as power and water. Attendance has improved and is now satisfactory, but there is still room for improvement. Pupils have a good knowledge of healthy lifestyles and understand the importance of healthy eating. They

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are enthusiastic participants in a range of inter-school sporting activities. Many pupils benefit from an arrangement that the school has made with the local Mosque to ensure that pupils can attend sporting activities once a week instead of attending lessons at the Mosque. This ensures that pupils have good links with schools that are different to the school's community. Pupils have a developing awareness of a range of communities and beliefs and the school does much to promote this through the curriculum, visits and residential experiences. However, pupils do not have enough experience of different social groups to appreciate and understand common values that relate to family life, culture and tradition. Therefore, although pupils' spiritual and cultural development is good, elements of their moral and social development are not as strong.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

Teaching is good overall, despite many staffing changes over a long period of time. These changes have been very carefully managed to ensure teaching is as good as it is. There remain some variations in the quality of teaching in school but much has been done to ensure pupils achieve well by the end of Year 6. The current focus of

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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improvement in the quality of teaching is the development of independent learners who can take responsibility for their learning. An important aspect of this initiative is that each classroom has an excellent 'learning wall' that pupils are expected to use to remind themselves of their own learning targets and how they will be achieved. This is well used by all learners, with teachers and teaching assistants helping less confident pupils to use the system very effectively. The learning wall is based on a well planned curriculum, teachers' excellent knowledge of pupils' achievement and the accurate identification of the next steps in their learning. Small class sizes ensure that teachers and pupils are able to have many discussions about how pupils can improve their work. All pupils know what they need to do to improve. Frequent discussion with pupils is also making a good contribution to the development of pupils' confidence and to their use of English.

The curriculum is good as it meets the needs of pupils in relation to both the development of their basic skills and in helping them to acquire a good knowledge and understanding of the world. History and geography themes are used well to develop literacy, music, art and sometimes science, in meaningful and interesting contexts. Very good resources support the curriculum and a good example was seen in a science lesson on variation and classification of living things. Information and communication technology is well planned to support the development of basic skills. The curriculum makes good provision for pupils' personal development and the local environment is used effectively to support learning. Extra-curricular activities, particularly sport, are popular.

There are rigorous systems to care for pupils. The school makes good provision for pupils' well-being, including a popular breakfast club that helps pupils to have a good start to the school day. Very good relationships enable pupils to feel safe, cared for and ready to learn. The school works well with families and outside agencies to support all pupils, including those with additional learning needs. The very good system of personal targets ensures that these pupils have their individual needs met very effectively and they do not feel different to their peers. Good transition arrangements between classes and with the receiving secondary school ensure that pupils' needs are well known and they are able to settle quickly into their new class or school. The school has good strategies to support pupil attendance and these have had some impact but there are still pupils whose attendance is not good enough.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching Taking into account: The use of assessment to support learning | 2 |
| | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

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How effective are leadership and management?

The school's leadership has been very effective in driving improvement and embedding ambition since the previous inspection. A strength of the school is its promotion of equal opportunity. This is at the heart of the community and confirmed by the full inclusion of all pupils in every aspect of school life including all pupils having responsibilities around the school. Monitoring and evaluation of teaching and learning are rigorous and priorities for improvement have been effective. Very high expectations of teachers and learners are the key to the current improvements in pupils' achievement and in the rising numbers on roll. Where there are weaknesses these are appropriately identified and tackled. Community cohesion is at an early stage of development. It is valued and the school works well with local communities, but formal planning to increase links with communities further afield are not in place. The school is a cohesive and orderly community. It works very closely with external agencies to ensure the best for pupils. Parents are successfully encouraged to be active in the school. A community room is available in school for parents to meet. The school is very pro-active in identifying courses and accessing funding to enable parents to continue their own learning. Leadership is effective in ensuring good performance management and training for staff. Governors have also been involved in learning. They have made good progress since the previous inspection in developing their role and in supporting the school. Governors are beginning to influence the strategic direction of the school and recognise weaknesses, but they are unsure about how to promote improvement. The governing body has ensured that all statutory requirements are met and that good safeguarding arrangements are in place.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

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Early Years Foundation Stage

Children join the Early Years Foundation Stage at the age of three with skills well below those expected for their age. By the end of the Reception class they have made satisfactory progress, particularly in relation to their personal, social and emotional development and their use and understanding of English. However, their skills are below age related expectations in all other areas of learning. Children enjoy their learning and demonstrate the ability to concentrate on an activity that interests them. They behave well, respond well to instructions and help to tidy up. They are kind and considerate to each other.

Teaching is satisfactory. Although in lessons observed learning and enjoyment were evident, the effectiveness of teaching is limited by inaccuracies in assessment that inflate what pupils achieve. Therefore, teaching does not take full account of children's needs, which limits their progress. Resources are good indoors but limited by space and the building outside. However, children have full access to both areas during their sessions. They behave safely and sensibly when moving between the two areas, ensuring that they are suitably dressed. Both areas are staffed efficiently to ensure safety and to support learning with specific activities. There is a good balance between staff directed activities and children choosing their own. There is appropriate attention to health and hygiene and children know routines well.

Arrangements for the leadership and management of the provision are unclear. The school's leadership has evaluated the provision and is aware of areas to develop and has an action plan in place. However, currently, no experienced member of staff has overall responsibility for the Early Years Foundation Stage and this has contributed to weaknesses, particularly in relation to the accuracy of assessments about children's progress.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

Most families responded to the questionnaire. Almost all families have several children in school but completed only one questionnaire per family, not per child. Parents are overwhelmingly positive about the school but few felt able to write comments. Typical comments received refer to the good progress of children and the positive

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improvements and changes they have noticed recently, particularly in relation to leadership and management. These comments were supported by the community group who use the school premises. They feel that the school is very welcoming and helpful and they value the support they receive.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Skipton, Ings Community Primary and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 20 completed questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 9 | 45 | 11 | 55 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 13 | 65 | 7 | 35 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 11 | 55 | 9 | 45 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 8 | 40 | 11 | 55 | 1 | 5 | 0 | 0 |
| The teaching is good at this school | 10 | 50 | 10 | 50 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 10 | 50 | 8 | 40 | 2 | 10 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 9 | 45 | 11 | 55 | 0 | 0 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 6 | 30 | 12 | 60 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 7 | 35 | 13 | 65 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 8 | 40 | 12 | 60 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 10 | 50 | 10 | 50 | 0 | 0 | 0 | 0 |
| The school is led and managed effectively | 11 | 55 | 9 | 45 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 10 | 50 | 10 | 50 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| 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. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| Type of school | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| 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. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| 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. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 December 2009

Dear Pupils

Inspection of Skipton, Ings Community Primary and Nursery School, Skipton BD23 1TE

I would like to thank you for making me so welcome when I came to inspect your school. You were all very helpful and polite and showed a lot of enthusiasm for your work. In particular, I must thank the pupils who gave up some of their time to talk to me about their work. I enjoyed your art work on the Victorians, Guy Fawkes and the Great Fire of London.

Ing Community is a good school. I was very impressed by your outstanding behaviour. You are kind and considerate to each other and take responsibilities in school. You make good choices to help you to stay fit and healthy. You enjoy school because your topics are so interesting. You are using the excellent 'learning walls' in your classrooms to help you to improve your work and most of you make good progress. Your school is well led and managed and staff look after you very well so you are right to feel safe in school. I think that although teaching is good most of the time that there are lessons where it could be improved and children in the Nursery/Reception class could make better progress. Although your attendance has improved too many pupils have too many days where they do not attend school and this affects their progress.

One of the reasons for my visit was to see how your school can improve. Therefore, I have asked your school leaders to:

- help teachers to ensure that all the lessons they teach help you to learn and make good progress
- improve teaching, learning and leadership in the Nursery/Reception class
- work closely with parents to make sure that you all attend school regularly.

You can all help to improve your school by making sure that you attend regularly.

Best wishes for your future

Mrs Carmen Markham

Lead inspector

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