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Mrs Judith Pressley
Headteacher
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Dear Mrs Pressley

Short inspection of Ingleton CofE Primary School

Following my visit to the school on 6 December 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2011.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You have successfully preserved the warm, welcoming atmosphere of this small school which sits at the heart of its community. Good-quality teaching and learning have been sustained effectively despite several issues that you have faced in terms of staffing since the previous inspection. Pupils thoroughly enjoy coming to school each day and appreciate the broad range of opportunities provided by the varied curriculum that you have embedded. The large majority of parents agree that their children flourish within the positive culture that you have established.

At the previous inspection, the school was challenged to raise attainment to 'higher levels', particularly in mathematics. In response, leaders and governors aptly prioritised mathematics in improvement planning and set out to address identified issues swiftly. As a result, pupils' books and their attitudes to learning about mathematics show heightened expectations and effort. Improvement is evident. In 2016, for example, pupils in each key stage matched proportions nationally in terms of those reaching a greater depth of learning in mathematics.

You have been thorough in ensuring that all pupils have opportunities to act on advice about how to improve their work. This was an additional area identified as requiring attention in the previous report. Consistent whole-school systems have been introduced. The results of your actions are evident in pupils' work across year groups. Pupils are more routinely and more fully involved in their learning, meaning that they clearly understand what is expected of them.

You have also robustly tackled the requirement to match work more closely to the needs of individuals, making sure that teachers plan work that interests pupils. Consequently, pupils become engrossed and sustain concentration well in lessons. Their attitudes to learning are highly positive. As one pupil said, 'I get hard mathematics but I like that.' You have rightly identified, however, that some of the most able pupils would benefit from further challenge, particularly with regard to writing.

Safeguarding is effective.

Senior leaders ensure that safeguarding arrangements are always at the forefront of their thinking. Frequent child protection training for staff and governors means that all are knowledgeable and up to date in terms of the most recent legislation and guidance. Adults are highly vigilant, have appropriate 'it could happen here' attitudes and are clear about their duties regarding the welfare and protection of pupils. Concerns are logged and records are well maintained. External agencies are used to secure support and specialist advice for vulnerable pupils and families, where required. Logs demonstrate perseverance and insistence if and when support is not forthcoming in a timely manner.

Pupils enjoy school and attendance is good. No pupils are hindered by poor punctuality or regular absence. Pupils say they feel safe and well looked after. They have complete faith that adults in school will listen to them if they are worried or would like to talk. Pupils do not feel that bullying is an issue. They are confident that any rare issues of poorer behaviour or mishaps in the playground will be dealt with fairly and firmly. Pupils' attitudes and behaviours in lessons and during informal times are indicative of a strength of the school's work in this area. Relationships between adults and pupils are enabling and positive. Mutual respect is tangible.

School leaders and staff make regular health and safety checks. Staff and governors conduct regular site surveys to verify security and to identify any potential hazards or risks. Governors are diligent, for example checking that the local authority's information and technological filter systems are robust. In this way, pupils are protected and kept free from harm on site and online.

Inspection findings

- You have an insightful understanding of the school and its performance in relation to the national context. Your accurate, honest evaluation of the school's strengths and weaknesses has been communicated effectively to others, drawing further on their wider views. As a result, a shared vision for improvement that focuses on the correct priorities is in place, offering an effective tool for moving forward.
- Lower-ability pupils are well supported by adults to practise their reading and decoding skills frequently, and therefore most make good progress from their starting points. The most able pupils, including the most able disadvantaged, read with fluency, expression and good understanding of vocabulary and content.
- Despite some turbulence in staff, you have continuously focused on the needs of pupils to ensure that any potential for negative impact is minimised. To address issues of staffing and to widen leadership capacity, you appointed a new deputy headteacher who leads English across the school. You also increased your own teaching commitment to make sure that the quality of provision was upheld in the manner you expect. Because of the actions you have taken, consistency and standards of teaching and learning have been maintained. You are not, however, complacent. You have rightly identified the most able pupils in school as being capable of more, particularly with regard to writing. You and your deputy have already formulated plans to challenge pupils further, especially those within the Reception class and key stage 1, to reach higher than expected standards in writing.
- Senior leaders monitor the performance of teachers and support assistants with a thoroughness that affords both challenge and support. As a result, outcomes for early years children have improved over time and standards at both key stages 1 and 2 have been maintained in line with national averages. Having said this, you feel that some aspects of your performance management procedures could be even sharper. This demonstrates your willingness to reflect on and further improve systems.
- The quality of teaching is generally of a high standard. Teachers and support assistants use questioning skilfully to encourage pupils to think deeply about their learning. Teachers explain tasks and new concepts clearly, using demonstrations effectively to support understanding. Pupils' books demonstrate that teachers and pupils share high expectations. Pride in presentation and a commitment to the improving of work is evident.
- Significant amendments have been made to the mathematics curriculum since the previous inspection. Pupils are given more frequent and demanding opportunities to practise and apply their mathematical skills. Consequently, arithmetic fluency and an ability to reason logically are now more evident across year groups.

- In 2016, the proportions of pupils in key stages 1 and 2 reaching expected standards in mathematics were above national averages. The proportions of pupils reaching a greater depth of learning in each key stage matched those seen nationally.
- Outcomes for disadvantaged pupils, including the most able disadvantaged, are at the forefront of your mind as you carefully consider the best possible use of the pupil premium funding. Spending is duly tailored to meet the needs of individuals. Pupils have benefited from extra-curricular visits, additional resources and one-to-one adult support. There are too few disadvantaged pupils to draw conclusions about the impact of this careful attention to individual needs.
- Most adults articulate sounds and letters clearly and insist that pupils do too. Proportions of pupils achieving the Years 1 and 2 phonics screening check have been consistently above national averages over time. In 2016, however, the proportion of boys reaching the standard fell below the national average. Due to there being very small cohorts in each group, it is not possible to draw conclusions about practice from this individual outcome. One additional pupil achieving the check in 2016 would have resulted in standards again being above national. Nonetheless, you have meticulously analysed information and have already taken action to secure some additional training for newer staff members in the teaching of early reading.
- You have ensured that pupils experience an enriched curriculum. Pupils benefit from a broad range of visits and visitors. For example, using the expertise of visiting artists, musicians and sports specialists, you foster aspiration and an appreciation of what 'curriculum' in its widest sense has to offer. Several pupils were eager to talk about their specific interests in history, geography and science because projects have inspired them. The quality of sound produced by young musicians wielding an array of instruments was most impressive. These opportunities are contributory factors in securing good outcomes for pupils. In 2016, science outcomes in both key stages 1 and 2 were better than those seen nationally.
- The development of pupils' spiritual, moral, social and cultural development is an unmistakable strength of the school. Behaviour and conduct during lessons and outside at playtimes are good. Pupils behave respectfully and with consideration for others. As younger pupils were preparing to set off for a hockey tournament, many older pupils were extremely encouraging, showing kindness and empathy. The Butterfly 'prayer tree' and 'lest we forget' poppy displays exemplify a positive regard for others. The whole school demonstrated a cheerful togetherness as they sang and danced their way through a lively assembly in celebration of Christian values. This is a school clearly committed to developing British values and ensuring that pupils have a happy, stimulating environment in which to learn and grow.

Next steps for the school

Leaders and governors should ensure that:

- performance management procedures are further refined to ensure that teachers are held fully accountable for the progress of all groups of pupils
- the most able pupils are consistently challenged to reach the higher standards of which they are capable in writing, particularly within Reception and key stage 1
- phonics outcomes are maintained in line with or better than national averages.

I am copying this letter to the chair of the governing body, the director of education for the Diocese of Durham, the regional schools commissioner and the director of children's services for Durham. This letter will be published on the Ofsted website.

Yours sincerely

Fiona Manuel
Her Majesty's Inspector

Information about the inspection

During this inspection I spent time with you and your deputy headteacher discussing the effectiveness of the school and its leadership and management. We jointly observed teaching, learning and assessment in classes across the school. The key areas that I considered during this short inspection were the effectiveness of the teaching of phonics and early reading, the differences between the achievement of boys and girls, and the leadership of mathematics. I scrutinised work in pupils' books to consider the progress being made by pupils currently. I reviewed school documentation and information, including policies, assessment information, monitoring files and your school improvement plans. I met with governors, including the chair of the governing body. I also held a telephone discussion with a representative from the local authority and spoke to groups of pupils. No parents posted their views on Ofsted's online questionnaire, Parent View. However, I took account of the responses parents offered by free text. No staff or pupils responded to Ofsted's online questionnaire.