

Ingleby Mill Primary School

Windmill Way, Ingleby Barwick, Stockton-on-Tees, TS17 0LW

Inspection dates 4–5 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The achievement of pupils is good and many do better than is expected nationally.
- Reading is a strength of the school because of staff encouragement and, as a result, pupils read widely.
- Teaching is good because teachers plan lessons well and make it clear to pupils what they are going to learn at the beginning of lessons.
- Teaching assistants make a significant contribution to pupils' progress because they skilfully question the pupils.
- The majority of pupils behave well and their attitude towards school work is very positive.
- The leadership and management are good. Since the last inspection the headteacher has developed systems that quickly identify any pupils who are underachieving so that staff can step in with appropriate help.
- The governing body is very supportive of the school, holds it to account for what it does and helps the school to improve.

It is not yet an outstanding school because

- There is not enough outstanding teaching and in a few lessons the tasks given to pupils are not always suited well enough to pupils' abilities.
- Pupils need more specific guidance on what they have to do to reach their targets.
- Teachers would speed up pupils' progress even more if they gave them more opportunities to correct their work after it has been marked.
- While pupils' work is well presented, achievement in writing is not as good as in reading.

Information about this inspection

- This inspection was carried out with half a day notice.
- Inspectors visited 27 lessons or parts of lessons taught by 24 different teachers. Two were joint observations with the headteacher.
- Inspectors listened to pupils read and talked to them about how much reading they do, as well as looking at their work in class.
- Discussions took place with members of the governing body, staff, groups of pupils and a representative of the local authority.
- Documents were examined, including those relating to safeguarding, the school's improvement plan and records which show the school's procedures for gaining an accurate view of its own performance, as well as the school's own assessment data.
- The views of 77 parents who responded to the online questionnaire (Parent View) were also taken into account, as well the school's own Parental Questionnaire, which surveyed 147 parents.
- Twenty-two staff also completed questionnaires about their views of the school.

Inspection team

Frank Cain, Lead inspector	Additional Inspector
Karen Holmes	Additional Inspector
Shirley Fall	Additional Inspector
Lucie Stephenson	Additional Inspector

Full report

Information about this school

- Ingleby Mill Primary School is a much larger than average-sized school.
- The proportion of pupils supported through school action is below average but the proportion at school action plus or with a statement of special educational needs is slightly above average.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- Most pupils are of White British heritage.
- The senior leadership of the school has been completely restructured in the last two years.
- Government floor standards, which relate to pupils' attainment and progress, have been met for more than three years.

What does the school need to do to improve further?

- Increase the amount of teaching that is outstanding by:
 - ensuring tasks are well matched to pupils' learning needs
 - making sure that pupils understand what they must do to move to the next level in their learning
 - giving pupils time to respond to teachers' marking so that they learn from their mistakes.
- Improve the quality of pupils' writing by planning interesting and relevant activities in English and other subjects in order to give pupils more time to apply their skills.

Inspection judgements

The achievement of pupils is good

- Most children begin school with skills that are typically expected for their age. By the time pupils leave the school at the end of Year 6 they attain levels that are above the national average.
- The vast majority of pupils make good progress. In 2012 more pupils in Year 6 reached and exceeded the expected standards in national tests compared to the previous year.
- Pupils who have special educational needs and disabilities and those who are supported by the pupil premium funding make good progress because of the high quality support from teaching assistants.
- In the Early Years Foundation Stage children are encouraged to quickly develop skills to help them to write letters and learn words. Some children, by the time they enter Reception, are able to write short statements independently of the teacher. One child wrote, 'love from pig' accurately to end her letter, supposedly by one of the three pigs, with very little prompting from the teacher. She sounded out the letter sounds and then wrote them down confidently.
- In lessons pupils work well, particularly when the work is challenging as well as relevant to them. In a Year 6 English lesson pupils had to argue why their Christmas party should, or should not, be cancelled. Many came up with good reasons to support their views on both sides of the debate.
- Pupils read well, especially in Year 6, because the school encourages pupils to read frequently at home and in dedicated reading time with their teacher. They have 'reading journals' which are exceptionally well used to record, often with illustrations, books they have read. Reading is popular because it helps with writing tasks and, in the view of one pupil, 'it drags me into the story far better than a film'.
- The proportion of Year 1 pupils reaching the required level of skills in a national test to check their knowledge of letters and the sounds they make is above average.
- Achievement is not yet outstanding because the proportion of pupils who exceed the standards expected for their age is not yet high enough, and in national tests writing lags behind reading and mathematics.

The quality of teaching is good

- Pupils say they enjoy school. Parents express the view that teaching is good and inspection evidence confirmed this.
- The majority of lessons start with clear information to pupils on what learning is to take place so that they understand what they need to do to succeed.
- Teachers use good subject knowledge and adopt good questioning to check pupils' understanding. For example, in a lesson in Reception to introduce the sounds made by letters, the new sound 'ss' was introduced and the children enjoyed exploring, with the teacher, different words where that sound is used.
- Teachers use a wide range of activities to support learning. Pupils in Year 2 showed that they were able to work on their own to direct an object around a grid on a computer, which helped them to understand about directions.
- In a Year 6 history lesson on The Second World War the good teaching gave pupils time to research the Blitz, and pupils worked enthusiastically in their books or created a slide show on the computer to show what they were learning.
- Pupils like many different subjects and enjoy practical experiments. Sometimes teachers use these experiences well to encourage writing. In a Year 3 English lesson, for example, on the different senses, pupils were encouraged to smell items like cheese or taste fruit such as lemons in order to come up with imaginative words. However, good opportunities such as these are not provided often enough.

- Teaching assistants frequently make a significant contribution to children's learning. At the end of a good history lesson the teaching assistant asked a pupil, 'What have you learnt today?' The question effectively confirmed and consolidated the progress the pupil had made.
- Teaching is not yet outstanding because, in some lessons, the work is not adapted well enough to the ability of all pupils, so that for a few it is sometimes too easy and for others too hard. All pupils have target levels to achieve but they do not have sufficient information as to what they have to do to reach them. Whilst marking is frequent, not enough time is allowed for pupils to respond to their teachers' marking so that they can identify and learn from their mistakes.

The behaviour and safety of pupils are good

- Pupils' behaviour is good and their attitude towards their work is often exemplary because most enjoy learning.
- At break times pupils have lots of equipment in the playground and there are 'buddies' to turn to if they have a problem they wish to share.
- The school succeeds in encouraging pupils to behave well because staff have high expectations and pupils are supportive of school rules.
- Pupils in Reception react very quickly when a teacher wants their attention by saying 'show me your hands'. All children stop and wave their hands to show that they are listening.
- Year 6 pupils are proud to be given responsibilities as maths or library monitors. Some help in the Reception class by putting out equipment and toys in the morning, visiting the children at break time and reading to them every Friday.
- An overwhelming number of parents think that their children are safe in school. Pupils are aware of how to keep themselves safe and they understand very well the dangers associated with sharing passwords on computers or entering personal details when online. All new staff and volunteers are well briefed about safety and behaviour procedures in the school.
- Pupils understand about different forms of bullying and say 'very little happens here'.
- Attendance is above average and the proportion of pupils who are absent for longer periods is low and has been for a number of years. The school recognises the importance of good attendance and being on time for school and is seeking ways to improve them further.
- The proportion of pupils who are excluded is very low and incidents of unacceptable behaviour, including racist incidents, are recorded well and carefully followed up by senior staff.
- Behaviour in lessons is usually good, particularly when the lessons capture the pupils' imagination, but a few pupils say that there is sometimes minor misbehaviour which sometimes slows their learning.

The leadership and management are good

- This school is well led. The headteacher and staff, including the governing body, have a clear view of how successful the school is and are ambitious for it to improve further. Leaders understand the importance of linking pay with improving pupils' progress.
- Leadership of teaching is good as senior staff regularly check the quality of lessons across the school. Teaching is good as a result of good professional development in the form of courses tailored to the needs of teachers and the school, such as a recent course in writing for staff.
- The headteacher has introduced improvements since the previous inspection to ensure that the school's procedures for getting a view of its performance are accurate, and that it is in a position to check how well all pupils are doing. This allows extra help to be put in place for those who fall behind.
- The school provides good opportunities for all pupils to be successful and there are very positive relationships between pupils, with no hint of discrimination. Support for pupils with special

educational needs and those eligible for the pupil premium is good because the leadership ensure that teaching assistants receive high quality training.

- The school curriculum is good. Visits, to an archaeological dig in York for Year 3 pupils, for example, improve their experience and understanding of how we find out about the past. The school uses topic work, on the Tudors for example, to capture pupils' imagination, and information and communication technology is used effectively throughout the school from the Reception classes to Year 6.
 - The school works very well with parents. The school website is helpful and informative as well as giving pupils' opportunities to study at home. Parents are welcome in school and recently more than fifty families, with their children, enjoyed camping out overnight on the school field, celebrating the occasion with music and storytelling.
 - The school's arrangements for safeguarding meet statutory requirements.
 - The local authority provides helpful support for this good school in checking standards in Key Stage 1 and by supporting subject leaders to help them to improve.
 - **The governance of the school:**
 - The governors are well aware of the areas for development for the school and know its strengths. They check on the way in which the funding for those pupils who are eligible for the pupil premium is spent and whether the pupils benefit. The governing body plays a role in the key decisions of the school, for example in improving attendance.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	130256
Local authority	Stockton-on-Tees
Inspection number	403611

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	675
Appropriate authority	The governing body
Chair	Steve Watson
Headteacher	Lana Totty
Date of previous school inspection	26 March 2008
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