

# Ingleby Manor Free School & Sixth Form

Welwyn Road, Ingleby Barwick, Stockton-on-Tees, Cleveland TS17 0FA

## Inspection dates

17–18 May 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors have established a successful school with a highly distinctive ethos that is promoting effectively the good academic, social and personal development of all pupils.
- Leaders have developed a unique and carefully crafted curriculum that blends academic rigour with wider experiences that engage pupils' interests and enhance their self-confidence.
- The promotion of pupils' personal development and welfare is outstanding. Staff provide distinctive and cohesive support for the well-being of their pupils that permeates all aspects of the school's work.
- Teachers motivate the vast majority of pupils through teaching that stimulates their interest and promotes their involvement in lessons. However, a minority of pupils are less purposefully involved.
- Governors are committed to the school and vigorously uphold the ethos they established. They have considerable expertise that they have used to support the school's strategic development. Even so, some of their checks of the school's work are not fully documented.
- Pupils are polite and personable and demonstrate a strong pride in their school community.
- Strong support is in place for pupils who have special educational needs and/or disabilities and this is helping them to make good progress.
- The school works effectively with the Delta Academies Trust to develop leadership and the quality of teaching, and to check standards across the school. Middle leaders are increasingly involved in checking standards, although these roles are not fully developed.
- Pupils appreciate the opportunity to complete homework and independent study within the school day but the setting and assessment of this work does not consistently support their progress.
- Despite the intensive work of the welfare team, rates of attendance remain slightly below those seen nationally, with disadvantaged pupils remaining more likely to be absent than their peers.
- A small amount of variability remains in the quality of teaching, learning and assessment in some subjects. This leads to an element of unevenness in rates of progress, particularly for the most able pupils.

## Full report

### What does the school need to do to improve further?

- Further strengthen the quality of teaching and learning by:
  - pitching work at a level that promotes more rapid progress for the most able pupils
  - ensuring that wider curriculum lessons provide sufficient subject content alongside the promotion of wider learning skills to prepare pupils for key stage 4 and their future option choices
  - ensuring that independent study sessions and homework tasks consistently promote pupils' progress
  - ensuring that the small minority of pupils who coast by on the contributions of others are more purposefully involved in learning.
- Further strengthen the quality of leadership by:
  - continuing to develop the skills of middle leaders to improve their role in monitoring standards and sharing good practice
  - enhancing the role of governors by ensuring that governor visits clearly identify strengths and areas for improvement
  - ensuring that new systems for tracking pupils' welfare are implemented effectively
  - intensifying actions to improve rates of attendance, particularly for disadvantaged pupils.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders and governors have worked with purpose and vision to build a welcoming school with a distinctive learning environment. They have not compromised on their vision to establish a school that combines traditional academic rigour with continuous access to wider learning experiences. As a result, pupils are acquiring a wide range of interpersonal skills and making good academic progress.
- Leaders and governors are managing the annual growth of the school effectively. The move from temporary accommodation to a purpose-built new school in September 2016 was managed smoothly. Leaders have prepared for the expansion of the curriculum into key stage 4 in September with the appointment of new staff and a carefully planned curriculum.
- Senior leaders and governors welcome external scrutiny to help them develop an accurate awareness of standards. As a brand new school without historical examination results, they have worked closely with outstanding schools and the Delta Academies Trust to check standards of pupils' work and the quality of teaching, learning and assessment. Leaders have an accurate view of standards and progress.
- Leaders, supported by the Delta Academies Trust, have developed robust systems to track pupils' progress and attendance. This enables leaders to respond swiftly to address any gaps in performance or attendance.
- The school's active promotion of mindfulness and the ongoing support of the welfare team ensure that pupils' well-being lies at the heart of the school's work. Parents and pupils value the distinctive support pupils receive. As one wrote: 'The leadership and teachers are some of the best I have encountered. The teachers... are all working to the same goal of great education while maintaining the mind, body and soul... of the children.'
- The roles of middle leaders are being developed as the school expands and the curriculum becomes more specialised. While they are relatively new to their roles, middle leaders are being trained to check the quality of teaching and standards of pupils' work. In addition, specialist subject directors from the Delta Academies Trust are building middle leaders' subject expertise.
- The leadership of the provision for pupils who have special educational needs and/or disabilities is a clear strength. Leaders ensure that teachers are aware of pupils' needs, and pupils and parents are grateful for the quality of support. One parent captured the views of many: 'They made sure the transition from primary was seamless and that my son felt comfortable and happy from the minute he arrived. My son has made excellent progress.'
- Leaders have developed effective performance management processes so that teachers are accountable for pupils' progress and their contribution to key school improvement goals. On occasions, some of the targets set for teachers are not focused closely enough on their impact upon pupils' progress. Recent staff absences have led to delays in the ongoing reviews of staff progress.

- Pupils access careers information and guidance from an early stage and develop links with local businesses through the wider curriculum. Some pupils expressed a wish for more detailed insight into their forthcoming options, particularly as the school prepares for its first key stage 4 cohort.
- Pupils benefit from a distinctive curriculum designed to suit their needs in the context of their community. The extended day with a 4.30pm finish enables pupils to experience conventional academic study alongside managed independent study and access to wider curriculum experiences. This provides pupils with a unique breadth of experience and ensures that all pupils gain access to wide experiences. Subjects such as Mandarin are studied by all pupils to prepare them for new economic contexts, while the provision of mindfulness ensures that pupils' mental health and well-being are given a high priority.
- Leaders actively promote a culture of mutual understanding, and the constructive ways they seek to resolve disputes encourage pupils to take responsibility for their actions. Values of respect permeate all aspects of the school's work and this prepares pupils well for life in modern Britain.
- Leaders work effectively with the Delta Academies Trust to build leadership capacity, strengthen subject expertise and check standards. The trust provides this support effectively without compromising the school's distinctive ethos. Its work has been particularly valuable recently in supporting the school in the absence of senior leaders.

### **Governance of the school**

- Governors on the Education Advisory Board maintain close links with the Ingleby Manor Foundation Trust to ensure that the founding principles behind the school's inception are maintained. They are proud of the school's unique ethos and of the distinctive curriculum provision it provides for pupils. Governors have clear strategic vision and work closely with leaders to manage the growth of the school as new year groups arrive.
- Governors have the skills and expertise to hold leaders to account and create the links with local businesses and the community that are such an important part of the school's work. They have actively sought partnerships with outstanding schools to support them in checking standards of provision and pupils' progress. As a result, systems to hold leaders to account are robust.
- Governors are closely involved in the life of the school and have developed appropriate committee structures to help them oversee all aspects of the school's work. Governors have particular areas of focus that they check on during their regular visits to the school. Some of their reports of these visits lack detail and do not consistently identify strengths and areas for improvement.
- Governors check the use of additional funding and the difference this makes to pupils' outcomes. The use of the pupil premium has contributed to a significant diminishing of differences between the progress and attainment of disadvantaged pupils compared to other pupils nationally. Nevertheless, differences in attendance between this group and others remain. Funding to support pupils who have special educational needs and/or disabilities is used effectively to provide valuable support. As a result, this group of

pupils makes good progress. Leaders have used the money to support pupils' literacy and numeracy development in Year 7 very effectively. As a result, pupils who need to catch up when they entered the school are making rapid progress.

## Safeguarding

- The arrangements for safeguarding are effective. Leaders ensure that actions to promote and safeguard pupils' welfare are of central importance. Staff and governor training is thorough and regularly reviewed to ensure that it remains up to date. The welfare team meets regularly to oversee pupils' welfare and attendance. Leaders ensure that thorough checks are carried out to ensure that all adults in school are suitable to work with children. These checks are recorded in an exemplary manner. Robust programmes are in place to inform pupils how to stay safe from the risks others may pose and how to stay safe online. Staff swiftly respond to any concerns over pupils' welfare and maintain effective links with external partners. Nevertheless, new recording systems do not always reflect the effective action staff have taken.

## Quality of teaching, learning and assessment

**Good**

- The school's promotion of an ethos of mutual respect enables a positive learning climate that supports effective learning. Relationships between teachers and pupils are strong and this encourages the majority of pupils to contribute to discussion and become actively involved in learning.
- Strong data systems provide teachers with detailed insight into pupils' needs and prior attainment. Teachers use this to inform their planning and this enables the vast majority of pupils to make good progress. However, work is not routinely adapted to meet the needs of the most able pupils.
- Teachers ensure that pupils access the knowledge, skills and understanding that are appropriate to their age. In English, pupils study contemporary and classical texts that offer challenge in their language and style. In history, pupils learn to evaluate differing historical sources from an early age.
- Teaching in the wider curriculum stimulates pupils' curiosity and develops their confidence and communication skills. Pupils talked highly of the benefits they had received from new subjects such as mindfulness that had enabled them to cope more effectively with stress and challenge. They also learn new technological skills in subjects such as digital art, although on occasions the subject knowledge they acquire is not as rich as the social skills they develop.
- Senior and middle leaders have clear systems in place to check the quality of teaching and its impact upon progress. They work closely with leaders and subject directors from the Delta Academies Trust to check standards and build expertise.
- Pupils are given opportunities to apply their literacy skills across a number of subjects. Systems to encourage accuracy in spelling and punctuation are strong in the majority of subjects. Pupils have opportunities to apply their numeracy skills in science.
- Time in lessons is used effectively. The vast majority of pupils are punctual to lessons and quickly settle to their learning. They switch effectively from discussion to quieter

working conditions. The pace of learning provides sufficient time for pupils to consolidate their learning, although on some occasions the most able pupils are not moved on to suitably demanding work swiftly enough.

- Leaders provide innovative approaches to homework. Much homework is completed in scheduled independent study periods. Pupils value these quiet sessions with tutors where they can learn from one another and consolidate key skills. However, some independent study tasks are not promptly assessed and the time provided does not fully address pupils' needs, particularly as the first GCSE cohort approaches.
- Teachers plan effectively to meet the needs of pupils who have special educational needs and/or disabilities. They pitch work effectively so that pupils can access equally challenging or intriguing work in more accessible ways. Academic mentors work with teachers to support pupils in effectively accessing the curriculum.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils' welfare informs all aspects of the school's work. The curriculum is designed to build pupils' emotional resilience and self-awareness. Innovations such as activities to promote mindfulness enable pupils to cope with the stresses and challenges of school and of later life.
- Pupils benefit from cohesive support systems to enhance their personal development, led by the work of the welfare team. Pupils also have a wide range of opportunities to develop their skills and talents through the wider curriculum and access unique experiences, such as engineering project work and horse riding.
- Teachers actively support pupils' physical, emotional and mental health, and pupils talk confidently about how these needs are supported. Pupils feel they can express concerns as adults will listen carefully to the issues they raise.
- Pupils feel safe and are taught how to keep safe. Through assemblies, enrichment activities and the wider curriculum, pupils are taught how to stay safe, for example from those who could exploit them in relationships and through modern technology.
- Incidents of bullying are extremely rare. Pupils are comfortable in reporting the few occasions when bullying does occur as they have confidence that teachers will address this effectively.
- Pupils are proud of their school and were keen to share this pride with inspectors. Their parents echoed this pride. One wrote: 'There is a really supportive relationship between staff and students, and the school is fostering a lovely atmosphere of mutual respect and well-being.'

### Behaviour

- The behaviour of pupils is good. Pupils show pride in their appearance and in their school, and this is reflected in the orderly and tidy environment around the school site. They appreciate the unique nature of their school and the opportunities it provides.

- The vast majority of pupils are courteous and polite, and behaviour in corridors and in playgrounds is good. Leaders set high expectations for behaviour. Heightened expectations of behaviour led to a small spike in fixed-term exclusions in the spring term but these numbers swiftly fell as pupils adapted to the high standards the school sets.
- The vast majority of pupils show positive attitudes to learning in lessons and are willing to contribute to discussion and work constructively in group activities. A small minority of pupils sit back and allow others to do the work. A minority of boys do not show sufficient pride in the presentation of their work.
- Leaders are providing increasing support for pupils with lower levels of attendance and have strong systems in place to track and respond to attendance issues. Despite this, levels of attendance are slightly below those seen nationally, with disadvantaged pupils more likely to be absent than their peers.

### Outcomes for pupils

### Good

- Work in books and folders and regular assessment tasks confirm the school's view that from their starting points current pupils make good progress in a wide range of subjects. Levels of attainment are high and rates of progress are good and improving.
- Pupils achieve good progress in English and mathematics because work is pitched appropriately to enable pupils to acquire appropriate skills, knowledge and understanding. On occasions, pupils are not given regular opportunities to apply their deeper problem-solving skills in mathematics.
- Pupils make good progress in science lessons by studying suitable challenging topics. They have opportunities to work scientifically and apply their knowledge in assessment tasks and experiments. However, some recording of their experimental work lacks rigour.
- Effective teaching enables pupils to make particularly strong progress in history where pupils develop the ability to deduce meaning from a range of historical sources. Strong subject expertise also contributes to good progress in geography over time. Pupils are developing rich access to modern foreign language skills through the ambitious study of Mandarin and Spanish, although their progress in these subjects is not as strong.
- Work with external coaches and the school's own staff enables pupils to make good progress in physical education. In drama, pupils were seen acquiring deft movement skills in their choreography of stage fighting.
- Pupils were heard reading extracts from poems in English lessons. They read clearly and show good understanding of demanding texts and of complex vocabulary. In history, key words were highlighted and frequently checked by teachers to ensure that pupils recognise, use and understand subject vocabulary.
- Pupils develop strong communication and team-work skills as a result of their access to project activities through the wider curriculum and the partnerships this promotes. However, some of the subject skills and knowledge they acquire through these activities are not as well developed as the promotion of pupils' personal skills.

- Disadvantaged pupils make good progress. Teachers set appropriate and challenging work and monitor their progress assiduously. Differences in progress are extremely small and in some areas disadvantaged pupils outperform their peers.
- The most able pupils do not make consistently rapid rates of progress because work is often not pitched at a level that enables them to apply deeper problem-solving or analytical skills on a regular basis.
- Some boys make less consistent progress because teachers' expectations of the quality and quantity of the work they produce are not high enough.
- Pupils who have special educational needs and/or disabilities are making good rates of progress as a result of effective teaching and tailored support.
- Pupils are being well prepared for the next stage of their education. Leaders are building the curriculum carefully in readiness for key stage 4 and pupils receive good guidance ahead of their option choices.



## School details

Unique reference number	140949
Local authority	Stockton-on-Tees
Inspection number	10031925

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

Type of school	Secondary
School category	Academy free school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair	Martyn Thorpe
Principal	David Willard
Telephone number	01642 352 450
Website	<a href="http://www.inglebymanorschool.org.uk/">http://www.inglebymanorschool.org.uk/</a>
Email address	<a href="mailto:info@inglebymanorschool.org.uk">info@inglebymanorschool.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Ingleby Manor Free School & Sixth Form opened in September 2014. The school moved into new purpose-built accommodation in September 2016. The school currently has pupils in Years 7 to 9 and will have its first Year 10 cohort in September 2017.
- Ingleby Manor Free School & Sixth Form is smaller than the average secondary school.
- The proportion of pupils known to be eligible for free school meals is below average.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is low. Very few pupils speak English as an additional language.

- The proportion of pupils who have special educational needs and/or disabilities is slightly above average.
- Ingleby Manor Free School & Sixth Form is part of the Delta Academies Trust. The trust provides a range of support, from subject expertise to leadership. In the recent absence of senior leaders, the trust has provided additional leadership capacity.

## Information about this inspection

- Inspectors carried out observations of learning across a wide range of lessons and year groups, some of which were jointly undertaken with senior leaders.
- Pupils' behaviour was observed during lessons, lunchtimes and at breaktimes.
- Inspectors carried out an extensive scrutiny of the quality of work in books, folders and half-termly assessments.
- Meetings were held with the vice-principal, senior leaders and middle leaders. Inspectors also talked to a range of representatives from the Delta Academies Trust. The lead inspector met members of the Education Advisory Board and the Ingleby Manor Foundation Trust.
- Inspectors held a meeting with a group of pupils. Inspectors also talked to pupils in lessons and around the school site about aspects of their learning, behaviour and safety.
- Inspectors looked at the school's work and considered documents including the school's own evaluation of its work, the school improvement plan, curriculum plans and information relating to pupils' achievement and safeguarding.
- Inspectors took into account the 101 responses to Ofsted's online questionnaire, Parent View, and 50 free-text responses from parents. Inspectors also took into account the 62 responses to Ofsted's pupil questionnaire and the 12 responses to Ofsted's staff questionnaire.

## Inspection team

Malcolm Kirtley, lead inspector	Her Majesty's Inspector
Steve Rogers	Ofsted Inspector
Gordon Watts	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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