

Inspection of Ingleby Manor Free School & Sixth Form

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

Inspection dates: 30 November and 1 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils are polite and welcoming. They consistently behave well and are considerate of one another. The school is a friendly and inclusive community.

Pupils engage well in their lessons and benefit from high-quality teaching. Leaders are aspirational for pupils and are continually improving the curriculum. An increasing number of pupils study more challenging qualifications, including the EBacc suite of subjects. There is a culture of high expectations, which pupils respond to well. Pupils make good use of learning opportunities, and they see lesson time as valuable. They achieve well in external examinations. Relationships between pupils and staff are highly respectful.

Leaders have ensured that the curriculum is more than just the academic. Pupils access a wide range of extra-curricular opportunities and clubs. Some of these enable pupils to contribute positively to the wider local community. For example, the student leadership group recently organised a collection for the local food bank.

Although bullying does happen, it is rare. Pupils are confident that this is something that teachers take seriously and deal with effectively. Pupils know how to raise their concerns and are well supported by teachers and pastoral staff. Pupils feel that they are well listened to by staff.

What does the school do well and what does it need to do better?

Leaders have considered in detail how to make sure that pupils' experiences are more than simply the subjects they study. Leaders have ensured that there is a highly developed wider curriculum from which all pupils benefit. This and personal, social and health education lessons have been carefully planned so that pupils are well prepared for when they leave school. For example, leaders have developed the 'earn your marks' programme within key stage three, which focuses on pupils' character development. This is designed as preparation for progress on to the Duke of Edinburgh's Award in key stage four. Pupils appreciate the graduation ceremony for this in Year 9.

Pupils receive high-quality careers information and guidance. They have many opportunities to engage with a range of further education providers and employers. Opportunities for work experience have been limited due to the COVID-19 pandemic. Leaders have acted to address this going forward.

Leaders have created a culture of high expectations where pupils can achieve their potential. Subject leaders, with support from the trust, have ensured that the curriculum is well designed. They have carefully considered what they want pupils to know, and by when. Teachers have detailed knowledge of the subjects they teach. Staff teaching outside of their subject specialism are well supported by leaders. In the majority of lessons, teachers present information clearly and new

learning builds on what pupils already know. In some subjects, there is variation in how effectively this is done. Leaders have identified this and put timely support in place.

Leaders have prioritised support for the most vulnerable pupils. Teachers are provided with detailed information about pupils with special additional needs and/or disabilities (SEND) and how their needs can be met. This is well used by teachers. Pupils in the early stages of learning to read receive additional help, which is well matched to their needs and enables them to catch up quickly.

Pupils' attendance is good in the context of the COVID-19 pandemic. Leaders have established robust systems to improve attendance further. They have a thorough understanding of the reasons that pupils miss school and work with families to address these. Pupils' behaviour is of a very high standard. They interact positively with each other around school.

Leaders make decisions in the best interests of pupils and with integrity. A small number of pupils access their learning through alternative providers. These programmes are well chosen and appropriate for those pupils. Those with responsibility for governance provide support and challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have increased the amount of pastoral support available to pupils. Highly effective systems allow for information to be quickly and easily shared. This ensures that pupils are well cared for and that actions are followed up in a timely way. Pupils feel safe in school. They receive high-quality information about how to keep themselves safe. This prepares them well for life outside of school. The members of the safeguarding team are well trained. They are advocates for the pupils who they support.

Governors take their responsibilities for safeguarding seriously and make appropriate checks. For example, each decision for a pupil to attend an alternative provider is scrutinised by the trust board.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is variation in how effectively teachers deliver the planned curriculum in some subjects. This means that some pupils do not make as much progress as they could in those lessons. Leaders should continue to embed their programme of staff training to ensure that all pupils experience a consistently high standard of teaching in all subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140949
Local authority	Stockton-on-Tees
Inspection number	10252577
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	619
Appropriate authority	Board of trustees
Chair of trust	Steve Hodsman
Principal	Ray Parkinson
Website	www.inglebymanorschool.org.uk
Dates of previous inspection	17 and 18 May 2017, under section 5 of the Education Act 2005

Information about this school

- The school currently uses two registered alternative providers and two unregistered alternative providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 11 with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors met with the chief executive officer, the vice-chair of the trust and the principal during the inspection. They also met with a range of other senior and middle leaders, including those responsible for safeguarding, personal development, careers, curriculum, behaviour and attendance.
- Inspectors carried out deep dives in these subjects: English, science, art and design and information and communication technology. For each deep dive,

inspectors met with subject leaders, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also met with the special educational needs coordinator. They looked at a range of documentation regarding the support pupils with SEND receive. Inspectors looked at the quality of the provision for pupils with SEND in lessons.
- Inspectors met with the designated lead for safeguarding. They checked records of actions taken by leaders to keep pupils safe. Inspectors scrutinised the single central record of recruitment checks.
- Inspectors spoke with a wide range of pupils and staff, formally and informally, over the course of the inspection about the safeguarding culture in school.
- Inspectors scrutinised a range of documentation, including minutes from local governing body meetings and the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour and attendance. They spoke to pupils who had been subject to sanctions. Inspectors observed the behaviour of pupils at social times.
- Inspectors met with two single-sex groups of pupils.
- Inspectors spoke with staff at the alternative providers.
- The views of parents, pupils and staff who responded to Ofsted's surveys were also considered.

Inspection team

Thomas Wraith, lead inspector	His Majesty's Inspector
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Alexandra Hook	Ofsted Inspector
Jill Bowe	Ofsted Inspector
Debbie Redshaw	His Majesty's Inspector

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