

Middleton-on-the-Wolds Church of England Voluntary Controlled Primary School

Station Road, Middleton-on-the-Wolds, Driffield, YO25 9UQ

Inspection dates 3–4 December 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- There are some weaknesses in teaching which prevent lessons from being consistently good. As a result, not enough pupils make more than expected progress from their individual starting points.
- Not all teachers set high enough expectations of what pupils can achieve.
- The information on pupils' progress and attainment is not always used well enough by teachers to plan activities to meet the needs of all pupils.
- Teachers do not always adjust their teaching well enough in lessons, when necessary, to ensure that activities meet pupils' needs and move learning on more rapidly.
- The sequence in which mathematical skills are taught does not always build well on pupils' previous learning.
- A few middle leaders new to post are not yet fully involved in checking on or leading improvements in teaching and learning in their subjects.

The school has the following strengths

- Strong senior leadership has improved provision in the school. The headteacher has formed a strong team that has improved teaching and pupils' achievement.
- Governors have improved their understanding of the school's provision and outcomes, so they are better able to support and challenge the school about its performance.
- Pupils' behaviour is good. They show respect and courtesy towards each other and staff. They feel safe and happy at school.
- Enterprise projects help to develop pupils' personal development, confidence and life skills.
- Children in the Early Years Foundation Stage get off to a good start. Teaching is good and the vibrant learning environment excites and captures children's imaginations.
- Middleton Primary School is at the heart of the community. Parents and pupils are proud of their school.

Information about this inspection

- The inspector observed eight lessons of which two observations were carried out jointly with the headteacher. In addition, the inspector made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 1 to Year 6, two members of the governing body, senior leaders from within the school and across the federation and a telephone conversation with a representative of the local authority. Informal discussions were also held with pupils at break times and lunchtimes.
- The inspector took account of the 24 responses to the online questionnaire (Parent View). He also considered the views expressed in the 22 responses to the staff questionnaire. In addition, the inspector spoke to parents at the end of the school day.
- The inspector observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance, and documents relating to safeguarding and child protection were also considered.
- Middleton-on-the-Wold is a nationally accredited Healthy School and holds the Activemark for its work in physical education and sport and the International Schools Award.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Full report

Information about this school

- Middleton-on-the-Wolds CE VC Primary is much smaller than the average-sized primary school.
- In 2007, the school federated with Beswick and Watton Primary School with which it shares a governing body. In April 2013, the school entered into collaboration Bishop Wilton Primary School. The three schools share an executive headteacher and a business manager.
- There have been a number of staff changes since the school's previous inspection, including that of the headteacher who has been in post since April 2012.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals, those from service families and those who are looked after by the local authority) is below average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is well below average.
- The proportion of pupils who join the school other than at the usual time is above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching to consistently good or better, so that pupils make at least good progress by:
 - making sure teachers have high expectations of what pupils can achieve
 - refocussing activities when necessary during lessons, to ensure all pupils make good progress
 - ensuring teachers make better use of assessment information in planning lessons which are always pitched at a level that matches pupils' different needs and abilities
 - implementing a planned programme of training to improve teachers' subject knowledge of mathematics and to ensure they have a clear understanding of the progress pupils need to make in developing their mathematical skills.
- Improve leadership and management by developing the skills of new middle leaders, so they can carry out regular and rigorous checks on the quality of teaching and learning in their areas and use the information gathered to make sure that pupils are making at least good progress.

Inspection judgements

The achievement of pupils

requires improvement

- Levels of attainment at the end of each key stage can vary widely year on year. This is because of the small numbers of pupils within each year group, their different composition and the high proportion of pupils who join and leave the school at various times throughout the year.
- Children enter the Nursery class with a range of skills and knowledge that are below those typical for their age, particularly in reading, writing and communication.
- Through a wide range of exciting and well-planned activities both inside and outdoors and good teaching, children make good progress across all areas of learning throughout the Early Years Foundation Stage so that by the time they enter Year 1 their attainment is average.
- At Key Stage 1, standards of attainment have improved since 2012. Standards are average in reading, writing and mathematics.
- At Key Stage 2, standards have improved since 2012. Standards in reading and writing are average. In mathematics, standards are below average. This is because the sequence of teaching mathematical skills is not always structured carefully enough, resulting in gaps in some pupils' understanding. Consequently, although the proportion of pupils who reach the highest level, Level 6, is above average, the proportion of pupils who reach the combined higher levels, Levels 5 and 6, is well below average.
- Inspection evidence, including lesson observations, scrutiny of pupils' work, discussions with pupils and a consideration of internal school performance data, shows that improvements in teaching and pupils' greater involvement in learning are now increasing the rate at which pupils make progress and that attainment is beginning to improve in reading, writing and mathematics.
- Reading is a priority throughout the school and the teaching of phonics (linking letters and sounds) is taught systematically. This is reflected in the well above average proportion of six year olds who reach the standard expected in the phonics check. As pupils move through the school they develop a love of reading. This was exemplified by one pupil who said, 'I sit on the edge of my chair gripped by the suspense which pulls me into the book.'
- The school promotes and checks that all pupils have equal opportunities. Different groups, including disabled pupils, those with special educational needs, pupils from minority ethnic groups and those who speak English as an additional language, make progress similar to and often better than that of their peers. Pupils who join the school later than at the usual times make progress similar to that of their fellow classmates.
- The most-able pupils achieve particularly well in reading and writing so that by the end of Key Stage 2 they attain standards that are above average.
- The income received by the school to support pupils known to be eligible for the pupil premium is spent judiciously on a range of well-considered interventions, including one-to-one tuition and additional teaching assistants. As a result, these pupils, including those known to be eligible for free school meals, make more rapid progress than their classmates and attain standards equivalent to less than one term behind others in reading, writing and mathematics. This gap is significantly less than that seen between similar groups nationally.

The quality of teaching

requires improvement

- Teaching is not consistently good enough in Years 1 to 6 to ensure that all pupils make good progress.
- In lessons that require improvement, teachers' expectations are not always high enough and in some classes there are occasions when too many pupils are expected to complete the same task, regardless of their individual ability. Teachers do not always use the assessment information on what pupils know, understand and can do well enough to ensure that activities are appropriately matched to all groups of pupils. Consequently, some pupils struggle to keep up while the most able pupils find the work too easy, finish quickly and then wait for others to catch

up. Similarly, not all teachers check learning sufficiently well during lessons to then reshape activities when necessary to ensure that all pupils understand the work and are making good progress.

- Throughout the school, observations of lessons and scrutiny of pupils' books show that there is some good and outstanding teaching and that recently-appointed teachers have brought new strengths that have added to the overall quality.
- Teaching throughout the Early Years Foundation Stage is consistently good. Basic skills in reading, writing and mathematics are taught well. Children are encouraged to apply and develop these skills in a range of exciting and well-considered, adult-led activities and those that children select for themselves. All activities are carefully matched to the needs of all children. As a result, their progress is good.
- In the best lessons, pupils respond with eagerness and enthusiasm and soak up learning, especially when they are actively involved in lessons. For example, in a Year 2 class the teacher and teaching assistant each focused on groups with different needs. Within minutes of entering the room, each adult had pupils working enthusiastically on meaningful vocabulary extension activities in which the most able pupils relished the opportunity to immerse themselves in words such as ferociously, vigorously and cautiously, whilst considering their use in the writing of instructions. Staff questioned, challenged and consolidated the learning of each group without putting the learning of others on hold. This promoted outstanding understanding and progress.
- Teaching assistants and other adult volunteers provide valuable support for teachers. They support pupils in lessons, in small groups and in one-to-one activities. They use careful questioning and demonstration of ideas.
- Marking is good. The best marking informs pupils of the standards they are reaching and also gives them accurate and sometimes detailed advice on the next steps in their learning.

The behaviour and safety of pupils are good

- Pupils behave well in school. They are polite and courteous to adults and treat each other with respect.
- Pupils feel safe in school. They are aware of the ways that bullying can occur. They say that it not an issue in the school, and name-calling is rare. Pupils express confidence in the staff to address any incidents that may occur, have a trusting relationship with adults who work in the school and feel they are cared for very well.
- The overwhelming majority of parents say their children are happy in school and feel safe.
- Pupils' attitudes to learning are positive. As a result, pupils listen carefully, are keen to engage with their activities and enjoy their learning. This is demonstrated particularly in the enthusiastic way they share ideas with others and the way they relish the opportunities to answer questions or offer their views. This makes a positive contribution to pupils' social and personal development.
- Pupils willingly take on responsibilities, for example, as green monitors, proud members of the school council or friends to the elderly who are invited to the school for tea and cakes and a game of cards. Pupils are proud of the contributions they make saying that by doing so they help the school to improve and enhance the quality of peoples' lives in the community.
- Parents overwhelmingly agree with their children's view about the care and behaviour in school. Attendance has improved because the school ensures that pupils' attendance is carefully monitored. Attendance is above average.

The leadership and management are good

- There have been significant improvements in leadership and management in the last year.
- The very capable and uncompromising leadership of the headteacher provides the school with strong and effective leadership, which has led to a cohesive and effective approach by staff to improving teaching and raising standards. Last year the clear focus on mathematics led to improved attainment in this subject.
- Subject leaders across the federation of schools play an increasingly successful role in checking the progress pupils make at Middleton in reading, writing and mathematics and help colleagues to improve their practice through sharing expertise. However, the duties of the few newly appointed middle leaders in checking on the quality of teaching and how it affects pupils' learning in their areas are not yet fully established.
- Systems for managing teachers' performance have been strengthened. A sharper focus on giving staff feedback about their performance in lessons has led to improvements in teaching.
- The school's systems for monitoring pupils' progress have been refined. They are used effectively to provide support for pupils at risk of not making the progress expected of them and to hold teachers to account for the progress made by the pupils in their care. As a result, the progress of all pupils, especially those with special educational needs, is beginning to quicken.
- The curriculum is exciting and takes account of pupils' interests. Opportunities for pupils to apply their reading, writing and mathematical skills are threaded imaginatively through subjects and topics. Pupils enjoy their topic work and the many opportunities to engage in exciting and meaningful enterprise projects, which enhance their personal development and confidence.
- There is good provision for promoting pupils' spiritual, moral, social and cultural development. The results were observed in assemblies, which celebrated achievements and encouraged pupils to reflect on how their behaviour impacts on others.
- The local authority provides effective support, particularly for the new leadership. This has made a positive contribution to the improvements in provision.
- The new Primary School Sport funding to support sport and physical education is being used effectively by pooling funds across the federation to extend pupils' experiences by increasing the range of sports available to them, extending the opportunities to be involved in more inter-school competitions and the use of a specialist to improve the skills of teachers.
- The school works well with parents. Several parents spoken with during the inspection praised the school's work in helping them with their children. This was exemplified by one parent who said that, 'the care provided for my child goes well beyond that which I could reasonably expect and because of that all staff, including the cook, have enabled him to enjoy a life no different from that of his friends.'
- **The governance of the school:**
 - Governors have a good understanding of their responsibilities. Through frequent formal and informal visits, they have become increasingly aware of the quality of teaching and how it relates to pupils' progress. They attend training to ensure that they have the knowledge to understand data and the skills to hold the headteacher and leaders to account for the school's performance. Governors keep a careful watch on the allocation and impact of any spending, including the pupil premium funding. They ensure that reviews of teachers' work are linked closely to pupils' attainment and progress, to the standards expected of teachers and to the salaries paid to teachers. Safeguarding is a priority and governors ensure that statutory requirements are met.

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	117983
Local authority	East Riding of Yorkshire
Inspection number	426011

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	96
Appropriate authority	The governing body
Chair	Helen Worrell
Headteacher	Steve Woodhouse
Date of previous school inspection	13 September 2010
Telephone number	01377 217323
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