

Michael Syddall Church of England Aided Primary School

Noels Court, Mowbray Road, Catterick Village, Richmond, North Yorkshire DL10 7LB

Inspection dates

15–16 May 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leadership and management are outstanding. Leaders are resolute and determined in ensuring that the needs of each child are at the very centre of all of their decisions.
- This is an inclusive school where everyone is welcome and relationships between staff, pupils and parents are a key strength.
- The vision of the school is inspired by the Christian values of respect, kindness, trust, forgiveness and friendship. Staff work hard to ensure that pupils are prepared for their future filled with hope, courage and perseverance.
- Governors have a clear understanding of the strengths and weaknesses of the school. They are well equipped to challenge and support staff to ensure the best possible outcomes for pupils.
- The thoughtfully well-planned, child-initiated curriculum is underpinned by key life skills which ensure effective leadership, organisation, resilience, initiative and communication. These skills are a strong feature of all lessons and interactions in the school.
- Pupils' behaviour is exemplary. They are polite and articulate, and listen carefully to both adults and pupils. As one pupil stated: 'To gain respect, you must give respect.'
- Pupils' attendance has improved since last year, rapidly rising towards national averages for all groups because of the proactive stance of school leaders.
- Good leadership, teaching and learning and child-initiated, practical, hands-on, well-planned activities enable children in the early years to make good progress. They demonstrate good manners and strong relationships. Their behaviour is good and they are kept safe.
- Teaching and learning across school are good. Teachers ensure that the development of key skills are the foundations of all lessons. They plan creative and imaginative activities to stimulate pupils' interest. On occasion, however, expectations are not high enough, especially for the most able in mathematics.
- Leaders are highly effective in improving the achievement of pupils. Pupils make good progress and standards are quickly rising across the curriculum.
- While pupils use and apply their literacy and numeracy skills well when completing work across the subjects, teachers do not always ensure that pupils spell key words correctly or use technical vocabulary well in all subjects studied.

Full report

What does the school need to do to improve further?

- Strengthen the quality of teaching and pupils' outcomes even further by making sure that:
 - teachers have consistently high expectations of what pupils can achieve, especially the most able pupils in mathematics
 - pupils spell key words accurately and use technical vocabulary consistently well across the curriculum subjects.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The dedicated and passionate headteacher has been pivotal to the success of the school. After a period of staff instability, she has established an enthusiastic and committed team which is determined that pupils are given the very best possible start in life. As a result, parents are very positive and feel their children are very well supported.
- The enthusiastic and highly motivated deputy headteacher has skilfully developed a detailed and accurate approach to developing key life skills across the school. Initially implemented into school to support physical education, these skills of leadership, organisation, resilience, initiative and communication underpin all aspects of the school from behaviour management strategies to teaching and learning. This is, consequently, leading to considerably improved outcomes.
- Subject leadership is strong. The headteacher and deputy headteacher are outstanding at modelling leadership to middle leaders. Consequently, middle leaders are enthusiastic and committed in ensuring strong outcomes across the curriculum.
- The staff team are committed and striving to achieve the very best for the pupils in their care. They are wholly committed to the Christian values and ethos, which is evident from the positive and productive atmosphere within the school. Recent appointments and carefully planned training have resulted in a skilled group of teachers and a team of support staff. Teaching continues to improve.
- The school makes excellent use of the additional funding it receives. Pupils who are disadvantaged receive highly effective additional support to ensure that they receive the same opportunities to learn as others. Current tracking information suggests that disadvantaged pupils are now making much better progress.
- Additional physical education (PE) and sports funding has broadened the range of opportunities that pupils have, both during core curriculum activities and playtimes. The deputy headteacher has ensured that pupils receive a high-quality physical education programme. This equips pupils with the necessary age-appropriate skills to understand their own level of fitness and the knowledge to know how to keep

themselves healthy.

- There are a raft of activities designed to keep pupils of all ages engaged in physical activities, ensuring that playtimes are harmonious, highly active occasions where pupils' outcomes are excellent.
- Performance management objectives are in line with school priorities, for example improving outcomes for pupils. There are clear links between the objectives set, the monitoring of teaching and learning, including pupil voice, and the outcomes achieved in each year group. There is evidence of discussions with staff regarding areas of improvement, and appropriate training is offered to secure and embed this.
- Funding for pupils who have special educational needs (SEN) and/or disabilities is well spent. Pupils benefit from a variety of teaching strategies that support their basic skills and personal development.
- The curriculum offers a wide range of rich learning experiences that include educational visits and visitors. It covers all aspects of the primary curriculum and there is an appropriate balance between subjects. A host of extra-curricular activities and clubs supplement this and extend pupils' learning experience between the hours of 7.30am and 6pm. Skills which were initially introduced to support PE have helped pupils to develop key life skills of resilience, perseverance and communication.
- The curriculum is highly tuned to developing pupils' personal and social skills in order that pupils will be ready to leave school as well-rounded citizens. Central to this is engendering within pupils a deep understanding of the fundamental values of tolerance and respect that lie at the heart of the Christian values and the values of modern Britain.
- A topic-based approach is used to link subjects and to provide a context for pupils' learning. Planning then indicates the key subject-specific skills that underpin pupils' learning. This exemplifies the thought that leaders place on priorities for improvement. These are planned carefully and tracked in order to maximise the impact.
- Parents are overwhelmingly supportive of the school. They feel that the same level of care provided for their children is extended to them. Many parents spoke very positively of the support that they receive from school, highlighted by one parent saying: 'My child is learning more and thriving.'

Governance of the school

- Governors are skilled and very keen. Over the last few years, they have seen a big change in the school. They are aware of historic turbulence within the staff team, as well as the current more stable situation with staff pulling together to make the school a success.
- Governors have responded appropriately to support the headteacher to address the issues of low attendance, weak outcomes and the development of new staff.
- Governors are fully aware of the current challenges and are determined that all aspects of the school will be outstanding in ensuring the best possible start for pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff and governors receive well-planned, regular training to ensure that they are up to date with current legislative changes.
- The appointment process is robust and ensures that all newly appointed staff receive a thorough induction that makes clear their responsibilities for keeping pupils safe.
- Pupils are taught how to keep themselves safe. They understand how to look after themselves in a variety of situations. Pupils in key stage 2 have an outstanding understanding of how to keep themselves safe online.
- Leaders go above and beyond that which would be expected of them to do all they can to keep pupils safe. Highly effective relationships with external agencies and strong ties with extended families ensure that leaders at all levels are doing their utmost to ensure that pupils are kept safe. Any concerns are responded to in a timely way and are recorded.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good across school. Teachers use their subject knowledge effectively to motivate and interest pupils. They are skilful in their questioning, which enables them to elicit pupils' ideas, tackle misconceptions and build on their strengths.
- Strong relationships ensure that pupils are well supported to complete tasks set. One-to-one support programmes are valued by pupils, who show high levels of engagement and enjoyment. The needs of individual pupils are identified and systematically addressed.
- There are very strong links between the development of key skills and the impact these are now having on the outcomes in reading, writing and mathematics. The quality of teaching is improving as a result. However, the teaching of spelling of key words and technical vocabulary is not consistent.
- Mathematics work is generally very well presented. Dyslexia-friendly resources are used effectively to support learning. In upper key stage 2, work is challenging and well matched to pupils' varying needs and abilities. However, occasionally teachers' expectation of what pupils can achieve are not high enough. The most able pupils are not consistently challenged in mathematics across the year groups.
- The science curriculum is comprehensive and incorporates the basic skills of mathematics and English, including the writing of instructions, the construction of tally charts and graphs.
- Homework is set in line with school policy and supports the development of reading, writing and mathematics.
- Parents are overwhelming positive in regard to the information that they receive about the progress their child is making.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. There is a strong commitment to supporting pupils' emotional well-being.
- Pupils demonstrate great pride in their school and in their own and other pupils' achievements. They are confident and articulate, demonstrating exemplary attitudes to learning and to each other. Pupils show high levels of concentration, productivity and high levels of engagement. They enjoy working hard and trying their best.
- Pupils feel safe in school and aware that staff help to keep them safe. Pupils are aware of routines for fire drills, lock down, stranger danger issues, road safety, how to stay safe on the internet and cyber bullying.
- There are lots of opportunities to take on responsibilities through the development of leadership roles, including play maker, junior leadership, team captains, school council, sports leaders and running clubs.
- Pupils listen carefully to each other and respect each other's views. They welcome new pupils and enjoy finding out about them. They know that a good attitude to learning impacts positively on their education.
- Attendance has improved – rapidly rising towards national averages – for all groups because leaders have made this a priority. Pupils are punctual and keen to learn. They use resources made available to support their learning well.
- Pupils feel safe in school. They know how to keep safe and healthy, and are very well supported in terms of well-being. Pupils have an excellent understanding of how to stay safe when using technology.
- Pupils have many opportunities to lead in school, and school leaders think carefully to ensure that everyone is included.
- The school offers an extensive range of after-school clubs covering a wide range of interests and supporting the interests of pupils and their families. The school has achieved the PE Quality Mark for providing high-quality PE and school sport. In addition, they have won a county award for their spending of the PE premium and the impact it has had on all aspects of school life.

Behaviour

- The behaviour of pupils is outstanding. They learn to appreciate others' views and beliefs. This leads to a harmonious school where everyone is valued. Pupils say that they feel very safe and know that there is a trusted adult on whom they can rely. This leads to a calm and purposeful atmosphere in which pupils thrive.
- Pupils are given highly effective guidance and information to help them make healthy choices. There is a strong focus on pupils' personal safety, particularly how to keep safe on the internet.

- Pupils are intrinsically motivated to behave extremely well. They play collaboratively and listen carefully in lessons. This is because of the development of the Christian values and key life skills which underpin all aspects of the curriculum. As a result, pupils play very safely together and show great consideration for the views of others.
- Incidents of poor behaviour requiring exclusion are very rare, and incidents of inappropriate behaviour have been significantly reduced. Parents are overwhelmingly positive regarding pupils' behaviour and how incidents are dealt with. Pupils say that 'bullying doesn't happen'. They are confident that should it occur, there would be a trusted adult who would sort it out.

Outcomes for pupils

Good

- Outcomes for pupils are improving quickly. All groups of pupils across the school are now making good progress in reading, writing and mathematics.
- After a good start to learning in the early years, pupils achieve well in key stage 1. In the last two years, a higher than average proportion of pupils have reached the expected standards by the end of Year 2 in reading, writing and mathematics. This represents good progress from their starting points. Inspection evidence shows that current pupils are also making strong progress in key stage 1. Standards are rising even further.
- In Year 6 in 2016 and 2017, a below average proportion of pupils reached or exceeded the expected standard in reading, writing and mathematics combined. In 2017, pupils did not make good progress from their starting points and a below average proportion reached the higher standard. This was particularly the case in mathematics. Inspection evidence shows that pupils' progress has improved considerably in key stage 2. Pupils are now achieving well.
- In the past, the achievement of disadvantaged pupils has lagged behind that of other pupils in the school and nationally. However, the highly effective actions of leaders, including targeted use of the pupil premium funding, have resulted in significant improvement in the achievement of current pupils. Disadvantaged pupils are now catching up quickly as a result.
- The achievement of pupils who have SEN and/or disabilities is tracked rigorously and these pupils are making good progress. Interventions support pupils with their specific needs. Pupils' confidence in what they can do and achieve is evident.
- The achievement of the most able pupils is also improving but it is more variable. While some do well, their achievement is still sometimes held back because work lacks challenge. Too few reach the higher standards by the end of Year 6 as a result, especially in mathematics.
- In 2017, the proportion of pupils reaching the expected standard in the Year 1 phonics screening check fell to below average. However, leaders have acted swiftly to turn this around. Effective teaching of phonics means that pupils are catching up quickly and most are now working at the expected levels.
- Pupils use and apply their literacy and numeracy skills well when completing work in other subjects. Furthermore, they develop strong subject-specific skills in several

subjects beyond English and mathematics. However, some pupils make too many errors when spelling key words and technical vocabulary linked to specific topics studied.

Early years provision

Good

- Leadership of the early years is strong. Leaders have a good understanding of the strengths and areas for development. Targeted professional development is used effectively to support developments in teaching and learning.
- The proportion of children achieving a good level of development has risen in recent years, with an above average proportion of children now ready for Year 1. Current tracking indicated that most children are making strong progress from their starting points. Children below their chronological age on entry are catching up quickly.
- Excellent relationships exist between staff, parents and children, with strong engagement through numerous opportunities, for example 'wow' moments, open days and educational visits.
- Teaching and learning are good. Staff are aware of children's starting points and next steps. Details of children's developments and assessments are accurate, regular and presented in clear, coherent journals.
- Staff have a very good knowledge and understanding of individual children and their needs and their families. Children who have SEN and/or disabilities are given appropriate timely support to ensure that they progress well. Targeted teaching is used effectively to support their individual needs.
- The curriculum is child-initiated, practical and hands on. It is planned with the children and ensures strong engagement. The development of key life skills ensures that children listen carefully to each other and adults in the setting. There are a wide range of engaging activities to support the development of children's independence, good manners and confidence, giving them the skills to talk and explain their understanding.
- All policies and procedures are in place to safeguard children. Regular attendance is promoted through strong links with parents. Children are beginning to become involved in assessing any risks in their learning environment and activities.

School details

Unique reference number	121609
Local authority	North Yorkshire
Inspection number	10047373

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	175
Appropriate authority	The governing body
Chair	Robert Knowles
Headteacher	Alison McHarg
Telephone number	01748 818 485
Website	www.michael-syddall.n-yorks.sch.uk
Email address	admin@michael-syddall.n-yorks.sch.uk
Date of previous inspection	12–13 September 2013

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is above average.
- The proportion of pupils who have SEN and/or disabilities is below the national average.
- The school meets the government's current floor targets, which are the minimum expectation for pupils' attainment and progress in English and mathematics at the end of key stage 2.
- The school runs a breakfast club and offers after-school provision.

Information about this inspection

- Inspectors visited lessons across all phases of the school, including the Reception class. Visits to lessons were undertaken jointly with the headteacher and deputy headteacher. During the observations, inspectors looked at a sample of pupils' books and talked to pupils to evaluate the quality of their current work. In addition, inspectors scrutinised in detail a sample of books containing work from a broad range of subjects.
- Inspectors listened to a number of pupils read.
- Inspectors observed pupils at playtime and lunchtime and observed their movement and behaviour around the school.
- Meetings were held with the headteacher and deputy headteacher, curriculum leaders, the early years leader and SEN coordinator, and a group of pupils.
- The lead inspector also met with a group of governors and spoke to a representative of the local authority.
- Inspectors scrutinised a range of documents, including the school's self-evaluation, improvement plans, policies, assessment information and records of checks on the quality of teaching. The inspectors looked at records of attendance, behaviour, minutes of governing body meetings and safeguarding information.
- Inspectors took account of the 28 responses to Ofsted's online survey, Parent View, and spoke with a number of parents.

Inspection team

Lucie Stephenson, lead inspector	Ofsted Inspector
Frances Gowland	Ofsted Inspector

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