

Inspection of Myton Park Primary School

Blair Avenue, Ingleby Barwick, Stockton-on-Tees TS17 5BL

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Requires improvement
Previous inspection grade	Outstanding

This school was last inspected under section 5 of the Education Act 2005 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

The new headteacher identified that the quality of education that pupils received at Myton Park Primary School had declined since the previous inspection. The school has addressed this quickly and implemented a well-considered action plan. This has ensured that the school has improved rapidly since the new headteacher's appointment. Leaders have designed an ambitious curriculum, including for pupils with special educational needs and/or disabilities (SEND). In most areas of the school, this is taught well. However, the choice of activities to deliver the curriculum in the early years foundation stage is not always effective.

Pupils are happy and safe. They are proud of their school. Pupils are kind to each other and bullying is not tolerated. Pupils attend well and come to school eager to learn. Lessons are rarely disrupted by poor behaviour. However, some of the youngest pupils do not behave as well as their older peers.

Leaders foster pupils' aspirations well. They have high expectations for every pupil to be successful and follow their dreams. Older pupils value the opportunity to contribute to the life of the school through a range of different leadership roles, such as sports leaders, eco-club or being part of the smart crew to promote e-safety. Pupils talked enthusiastically about the different clubs that they can be part of, such as the gardening club and playing sports.

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

The school is determined to provide the best education and care for pupils. The new curriculum is ambitious for all. For example, pupils start learning about Van Gogh in the early years and progress to learning about a range of artists from different time periods throughout their time studying art and design. The curriculum outlines the most important knowledge that pupils need to learn in each subject. In most subjects, pupils learn more, do more and remember more over time. Teachers help pupils to practise and remember their prior knowledge and vocabulary through carefully planned lessons. Teachers check that pupils have understood what they have been taught. However, they do not use this information consistently to inform their teaching. This means that when some pupils make errors, these are not always addressed. The curriculum is still new and leaders are refining its implementation to ensure that it helps pupils to deepen their understanding and apply their knowledge to more complex work.

Reading is prioritised by leaders. Staff training ensures that there is a consistent approach to the teaching of phonics. Pupils read books that match the sounds they know, but some pupils struggle to read these with accuracy. When this is the case, pupils receive the support they need to build their phonics knowledge and fluency. Through their time at school, pupils become confident and fluent readers. Older pupils enjoy reading their class novel with their teacher.

The school ensures that the needs of pupils with SEND are identified accurately by leaders. Pupils with SEND learn the same ambitious curriculum as their classmates. Where necessary, pupils benefit from well-considered intervention programmes. The impact of these is monitored closely by leaders to ensure that pupils with SEND make progress from their different starting points. Pupils who access the school's specialist resourced provision are expertly supported by knowledgeable and well-trained staff. Staff prioritise phonics, language development and fine motor skills to help pupils to make significant progress.

The relationships between adults and children in early years are strong. There is an ambitious curriculum. However, the activities chosen to deliver this curriculum sometimes lack purpose. Children are unclear about what they should be doing when they move into independent activities. This means that children miss out on opportunities to practise and embed what they have been taught. Routines and expectations for learning are not embedded. Some children struggle to sit still and listen to what they are being taught or maintain focus when working independently.

Pupils attend school regularly. They do not want to miss valuable learning. Leaders track attendance carefully and use effective strategies to promote good attendance. Pupils spoke enthusiastically about the 'class bank,' where good attendance earns each class money to be spent on rewards later in the year. Pupils demonstrate positive attitudes to their learning. They are resilient when learning difficult topics or concepts. Younger pupils would benefit from stronger routines to ensure that they are ready for the next stage of their education. Bullying is rare in school, and pupils are confident that adults would deal with it quickly if it did happen. An atmosphere of mutual respect permeates the school.

There is an extensive range of opportunities that cater well for pupils' wider development. Pupils have opportunities to develop their sense of responsibility. For example, they can become play leaders or organise events to raise money for charities and good causes. Leaders recognise that the curriculum for personal, social, health and economic education is not as well developed as other subjects in school. They complement this with a programme of assemblies and activities that develop pupils' knowledge and understanding. Pupils are tolerant. They understand the importance of equality and diversity. They are well prepared for life in modern Britain.

Leaders, including those responsible for governance, recognised that the school needed to improve. The appointment of the headteacher has led to the strengthening in both senior and subject leadership. Governors are knowledgeable and well-informed. They support the school well. They use external support to help them monitor the impact of leaders' actions. The staff are proud to work at Myton Park Primary School. Their workload and well-being are carefully considered when new strategies are introduced. Staff feel appreciated and are united behind the school's vision. The school has improved rapidly, and pupils achieve well. Leaders recognise that there is more work to do to embed the changes that have been introduced. Leaders have an ambitious vision for the school. They lead with integrity and a sense of moral purpose.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some activities and resources given to children in the early years do not reinforce the new knowledge that children have been taught. As a result, opportunities for children to practise and embed new knowledge and skills are missed. The school should ensure that the activities and resources that children access independently give them the opportunity to practise and embed what they have been taught.
- The curriculum does not always provide opportunities for pupils to deepen their understanding and make connections within and across different subjects. The school should ensure that it implements its existing plans for the curriculum to allow pupils to move beyond factual recall to develop a deep body of knowledge across the curriculum.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	132808
Local authority	Stockton-on-Tees
Inspection number	10255646
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	254
Appropriate authority	The governing body
Chair of governing body	Helen Ward
Headteacher	Janis Williams
Website	www.mytonpark.org.uk
Dates of previous inspection	2 and 3 July 2009, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in January 2021.
- The school does not use any alternative providers of education.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- Inspectors met with the headteacher and the senior leaders responsible for safeguarding, early years, behaviour, attendance and personal development.
- Inspectors carried out deep dives in these subjects: early reading, art and design, history, mathematics and science. For each deep dive, inspectors visited lessons, reviewed curriculum plans and spoke with curriculum leaders and teachers. They also talked to pupils about their learning and looked at the work they have completed.
- Inspectors met with the special educational needs and disabilities coordinator. Education, health and care plans and other support plans for pupils with SEND were reviewed. Inspectors visited lessons, including the specialist resourced provision, to see how pupils with SEND are supported to learn.
- Inspectors met with the leader responsible for reading to discuss the support for pupils at the early stages of reading.
- The inspection team scrutinised the school's records of bullying and spoke to several groups of pupils, including some single-gender groups, to understand their experience of school.
- Inspectors met leaders to discuss pupils' behaviour and reviewed the school's data on external and internal suspensions.
- Inspectors met with representatives from the local governing body and the local authority.
- Inspectors scrutinised records relating to attendance and records of pupils who have joined or left the school roll.

Inspection team

Stuart Voyce, lead inspector

His Majesty's Inspector

Rowena Sykes

Ofsted Inspector

Chris Baines

Ofsted Inspector

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