

INSPECTION REPORT

MIDDLETON TYAS C of E PRIMARY SCHOOL

Middleton Tyas

LEA area: North Yorkshire

Unique reference number: 121509

Headteacher: Mr J Ridley

Reporting inspector: Mr J Lea
21193

Dates of inspection: 1st – 4th October 2001

Inspection number: 194117

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	School Bank Middleton Tyas Richmond North Yorkshire
Postcode:	DL10 6RE
Telephone number:	01325 377285
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Appropriate authority:	The governing body
Name of chair of governors:	Dr M Hodgson
Date of previous inspection:	28/4/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21193	Mr J Lea	Registered inspector	English Design and technology Music Physical education Religious education Foundation Stage Special educational needs Equal opportunities	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further?
9777	Mr D Heath	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22291	Mr K Saltfleet	Team inspector	Mathematics Science Information and communication technology History Geography Art and design	How well are pupils taught? How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school serves the villages of Middleton Tyas, Moulton, Aldbrough St John and Stanwick. The number of pupils on roll has increased since the last inspection from 58 to 92 but is smaller than the average size nationally of 243 pupils. Although most pupils live in the immediate area a significant minority attend from outside the catchment area. When compared with the national picture the proportion of pupils relatively advantaged in socio-economic terms is above average. Unemployment levels in the area are below the average for the country. Children enter the Foundation Stage with levels of attainment covering the full ability range. The number of pupils eligible for free school meals is very small. No pupils speak English as an additional language. There are currently 11 pupils on the school's register for special educational needs. This is below the national average. One pupil has a Statement of Special Educational Need. The school admits children to the reception class in the September of the year in which their fifth birthday occurs. The ethos of the school is well expressed in its brochure which is 'to provide a secure learning environment within an attractive village setting where pupils are given every opportunity to develop their full potential'.

HOW GOOD THE SCHOOL IS

This is a good school in which pupils attain good standards in English, mathematics and science. High proportions of pupils are keen to learn and respond positively to teaching, which is consistently good and often very good. Subsequently, the majority of pupils make satisfactory progress and for some pupils progress is good. The school is well governed and understands its own strengths and weaknesses. There is a very strong partnership with parents and good arrangements for pupils' welfare. Taking into account the effectiveness of the school in areas of pupils' attainment, attitudes and personal development, the quality of teaching and the leadership of the headteacher, the school provides good value for money.

What the school does well

- Standards attained in English, mathematics and science.
- Standards achieved in all aspects of art.
- Involvement of pupils in their learning.
- The good quality of teaching.
- Spiritual, moral, social and cultural development.
- Pupils' behaviour, attitudes and relationships with each other and with teachers.
- Attendance.
- Links with parents.

What could be improved

- Opportunities for using and applying, and handling data in mathematics.
- Pupils' knowledge and practical experience of the control aspect of information and communication technology (ICT) at Key Stage 2.
- The use of information gained from assessment.
- The quality and use of assessment in short-term planning.
- Opportunities for teachers to look at the teaching and learning in the subjects for which they are responsible.
- Planning for personal, social and health education.
- Some aspects of outdoor provision for pupils in the Foundation Stage.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the last inspection in April 1997. All the main points from the last report have been successfully addressed. The curriculum for under-fives is based on the Early Learning Goals with improved opportunities and resources. The improvement in the quality of teaching in the Foundation Stage and at Key Stage 1 has seen a rise in standards attained in mathematics, ICT and music. Indeed, the improved quality of teaching and learning, has been a success throughout the school. Music has a much higher profile and all pupils have good opportunities to develop their skills. Systems are now in place to ensure that teachers with subject responsibilities have opportunities to monitor curriculum provision, across the key stages. The member of staff with designated responsibility for child protection has received appropriate training and parents are aware that a policy is in place. The school accommodation has been tastefully restructured to include a mezzanine floor providing an additional classroom, staff room and office.

STANDARDS

By the end of the Foundation Stage almost all children have achieved the Early Learning Goals and are working on the National Curriculum Programmes of Study in English and mathematics. In both key stages, most pupils achieve the expected level for their age in English, mathematics and science. A significant number of these pupils reach a higher level of attainment. They also attain standards expected for their age in, design and technology, history, geography, physical education, music, ICT and in art at Key Stage 1. Standards in religious education are in line with the locally agreed syllabus. By the time they leave the school pupils' attainment in art is high. Most pupils, including those with special educational needs, make sound progress and for some pupils progress is good.

Although comparisons with national and similar schools are unreliable, due to the small numbers of pupils tested, trends over time in English, mathematics and science are above those nationally.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Almost all pupils show very positive attitudes to learning.
Behaviour, in and out of classrooms	Behaviour is good throughout the school.
Personal development and relationships	The pupils' personal development is good. Relationships all round are very good.
Attendance	Attendance is good. The school has no unauthorised absence.

Pupils enjoy learning. They behave very well in most lessons and enjoy their work. The good relationships between pupils, themselves and their teachers, promote positive attitudes to learning throughout the school.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The overall quality of teaching is good. This good teaching shows considerable strengths. Clear subject knowledge and explanations to pupils about their work make a good contribution to their learning and a positive impact on the progress pupils make throughout the school. Literacy and Numeracy are taught well. Specialist teaching in art results in higher than average standards. Assessment is used to ensure that teachers meet the needs of all groups of pupils. Examples of good teaching were seen in all classes.

OTHER ASPECTS OF THE SCHOOL

The quality and range of the curriculum	The curriculum offers good learning opportunities to all pupils. It is enhanced by an interesting programme of visits and visitors.
Provision for pupils with special educational needs	Good. The special educational needs co-ordinator provides good support for colleagues in an environment that helps pupils to achieve well.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The overall provision for pupils' spiritual, moral, social and cultural development is good. The provision for pupils' spiritual and cultural development is very good.
How well the school cares for its pupils	The school monitors pupils' academic and personal progress. It takes very good care of its pupils.

The school enjoys a fruitful partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership. He is supported well by a hard-working team of teachers and other adults.
How well the governors fulfil their responsibilities	The governors take a very keen interest in all aspects of the school and fulfil all their responsibilities.
The school's evaluation of its performance	There is a strong commitment to high standards. The school monitors and evaluates its work and acts promptly on its findings.

The strategic use of resources	The school makes good use of its staffing and accommodation. Funds are used efficiently, to raise standards and to improve the school building. The school applies the principles of best value to good effect.
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PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy coming to school. • The standards achieved. • The progress pupils make. • The good behaviour. • Good standards of teaching throughout the school. • The school's expectations. • Promotion of good values and attitudes. 	<ul style="list-style-type: none"> • Arrangements for homework. • A more interesting range of activities outside lessons.

Eight parents attended the meeting with the registered inspector prior to the inspection and 29 questionnaires were returned. It is clear that the parents strongly support the work of the school. All parents would feel comfortable about approaching the school with questions or a problem. The inspection team agrees with the positive views of the parents. The school is reviewing its arrangements for homework.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The number of pupils who took the statutory tests at the end of both key stages in the year 2000 was too few to make valid comparisons with national and local figures. However, they do substantially reflect the findings of the inspection, which shows that in English, mathematics and science most pupils at both key stages attain the expected level for their age. A significant number of pupils, at both key stages, reach a higher level. The majority of pupils, including those with special educational needs, make sound progress. The most recent test results reveal a similar picture. However, there is a need to exercise caution when comparing attainment against national benchmarks when small numbers of pupils are involved. Differences in ability between year groups can have a distorting effect. The expectation that performance at the end of Key Stage 1 is an indicator of performance at Key Stage 2 is only valid as long as the group stays the same for the four intervening years.
2. Inspection evidence indicates that the majority of children in the reception class are likely to achieve the Early Learning Goals by the time they are five. They are given good opportunities to develop their independence and positive attitudes to learning. There is a clear emphasis on developing children's language and literacy skills. They are becoming comfortable with numbers and shapes, and are finding out about the world around them, in and beyond their own environment.

English

3. At both key stages, pupils' oracy skills are good. By the age of seven, pupils are speaking in imaginative ways and expressing ideas and feelings in a variety of different situations. In Key Stage 2, pupils talk about the poems they have read and reasons why they like them. Most pupils are articulate and listen carefully to each other and their teachers. By the time they leave the school, they can talk and listen confidently in a wide range of subjects. As they move through Key Stage 1, most pupils develop a good phonic knowledge and a relatively extensive sight vocabulary. They are confident in recognising the high frequency word lists appropriate to their age. By the end of the key stage they can read these easily in and out of context and are well launched into reading. Those pupils reading at a higher level are well on the way to becoming fluent and confident readers. By the time they leave the school most pupils are independent readers who read with interest, fluency and pace. All pupils are aware of different authors, have their favourites and understand the importance of characters and plot. In their writing, pupils understand that a story has a beginning, middle and end and are starting to write independently in sentences. By the age of seven, most pupils can write stories in the correct sequence with properly organised sentences and for a range of purposes. The meaning is clear and their use of punctuation is mainly accurate. The presentation of work is good. Pupils' handwriting is neat, clear and well formed. By the age of 11, pupils have a sound understanding of how English works. They recognise the need to write for different purposes with a particular audience in mind. Presentation of work is good overall. Higher attainers write in some volume in a mature personal style showing clear well punctuated writing that is correctly paragraphed.

Mathematics

4. At Key Stage 1, the youngest pupils use ordinal numbers to ten with understanding and count in tens to 100. In their investigative work they record their findings and draw conclusions. They recognise and name two-dimensional and three-dimensional shapes. By the time they are seven, the majority of pupils are developing effective mental strategies with quick recall of addition and subtraction facts to ten and 20. At Key Stage 2, pupils' mental strategies continue to develop well and they carry out relatively complex calculations accurately. Although most are beginning to use mathematics in real life situations, using and applying mathematics needs to have a higher profile throughout the school. The current position should be assessed and a more structured approach to this aspect of mathematics developed, through the application of other attainment targets. Their understanding of shape, space and measurement is good. By the time pupils leave the school their numeracy skills are well developed.

Science

5. Pupils in Key Stage 1 are developing useful exploration and investigative skills. Most understand the need for a fair test and are able to make accurate predictions. Their understanding of physical processes is good. They identify and classify accurately the properties of common materials. By the time they are seven, pupils have a good understanding of living things and what is required to sustain life. In Key Stage 2, pupils' make good use of fair tests and predictions, and use scientific terms confidently. They can identify a wide range of materials and have a good understanding of how they change under certain conditions. In their work on forces, they understand friction and gravity, and the rotation of the earth and the moon. Most pupils can talk with understanding about the main organs of the body. All have a basic understanding of electricity and can construct a simple circuit.
6. In ICT pupils at both key stages make sound progress and attain standards appropriate to their age. By the time they leave school, pupils have a wide range of skills, which they effectively apply to other subjects. However, there is a need for pupils in Key Stage 2 to have more opportunities in using control and monitoring with sensors for data logging. Attainment in religious education is in line with the requirements of the agreed syllabus. Throughout the school, pupils achieve high standards in art. In all other subjects, at both key stages, pupils achieve standards normally expected of pupils of these ages.

Pupils' attitudes, values and personal development

7. Pupils behaviour in and out of lessons has improved since the last inspection. In most lessons seen behaviour was good or very good, making an important contribution to pupils' learning. Attendance is better than the national average and there is no unauthorised absence. Pupils arrive at school in good time and lessons start promptly.
8. Most pupils display a good level of interest during lessons. They listen carefully to the teacher and like to be involved in the question and answer sessions. A good example of pupil interest was seen in a Year 5/6 English lesson about biographies and autobiographies; pupils were keen and clear about what they were doing and wanted to know more. Other age groups show the same level of interest. Younger pupils in a geography lesson were eager to talk about their respective journeys to

school pointing out some of the features they see. During school assembly all pupils sit quietly, paying good attention and join in the singing with enthusiasm. All pupils behave very well during their coach journey to the swimming pool, and their walk to the village hall.

9. Pupils have good relationships with teachers and other adults and show respect for each other. They show consideration for the plight of less fortunate children by supporting fund-raising events for Comic Relief, Barnados and the NSPCC. They enjoy taking responsibility for tasks such as ringing the school bell, controlling new music for assembly and with classroom duties such as collecting and distributing resources.

HOW WELL ARE PUPILS TAUGHT?

10. The quality of teaching seen throughout the school is overwhelmingly good. To be more specific, in 20 per cent of lessons it is satisfactory, in 54 per cent of lessons it is good and in a further 26 per cent very good. Although examples of good teaching were seen in all classes, all the very good teaching was seen at the Foundation Stage and in the junior classes. This positive picture shows an improvement since the last inspection when a significant percentage of lessons for the under-fives and Key Stage 1 were unsatisfactory. At this early stage in the term the mixed age classes are still gelling. For example, in the infants, where a teacher, on a two-term contract covering a maternity leave, teaches the class.
11. This very good teaching shows considerable strengths. Clear subject knowledge and explanations to pupils about their work, make a good contribution to their learning. For example, the specialist art teaching offered by the headteacher results in above average standards in the subject. Similarly in the Foundation Stage, detailed planning of learning objectives and activities together with an imaginative style keeps the youngest children interested in their work, for example, using a glove puppet, Skippy, to take the lead in explaining the properties of two-dimensional shapes. Again at this stage the expertise of the nursery nurse is used very effectively and her supervision of groups of children allows the class teacher to concentrate on focused groups. Here, assessment of children's work is part of the teacher's short-term planning. Teachers know their pupils well but there is a need to ensure that they all use ongoing assessment in their everyday work. Pupils in the infants respond best when they are allowed to use their own initiative and discover things for themselves. A good example was seen in mathematics when they investigated how to measure the size of a hoop. Although there were many inaccurate conclusions drawn, they worked hard with good levels of concentration and interest for their ages.
12. Classroom management is good throughout the school although there are many different ways to make it effective. In Years 3 and 4 it is discreet and rather than drawing attention to a single person it still works. For example the comment, "In our literacy lesson we talked about a boy who was slumped in his chair: there are some pupils slumped in this class", has the desired effect on everyone adjusting their posture. Other useful management tools are traffic lights with working at red meaning in silence. The best lessons move with pace: quick activities, designed to keep pupils interested and make them work hard for a sustained period.
13. Where teaching is satisfactory, planning is not so detailed and the planned activities tend to lose focus. Sometimes it is too ambitious and the lack of extra help in the

infant classroom curtails the effectiveness. The school improvement plan mentions the use of ICT to support the wider curriculum. However, too often opportunities to use this technology are missed and its power to strengthen teaching and pupils' understanding is lost.

14. The needs of pupils with special educational needs are clearly identified and implemented through their individual education plans. Teachers' subject knowledge in the basic skills in literacy and numeracy, for example, in the teaching of phonics and mental arithmetic are good. All have had recent New Opportunities Funding training and are confident to teach ICT.
15. Throughout the school the productivity and pace of pupils' working are good. In the majority of lessons seen pupils have a positive attitude and show good levels of concentration and independence.
16. The marking of pupils' work is satisfactory and for junior pupils becomes more evaluative in telling them how well they have done and how to improve. Homework is an issue raised by parents through their returned questionnaires. It is set regularly but the school is reviewing its current arrangements.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

17. The quality and range of learning opportunities throughout the school meet the requirements of the National Curriculum. A good start has been made to the long-term framework based on the changes in Curriculum 2000. The foundation subjects retain their importance and are covered in depth. In the Foundation Stage, the curriculum is based on the Early Learning Goals with full coverage of the areas of learning. This is an improvement since the last inspection and now gives children in the reception class a curriculum more suitable to their needs. Religious education is taught in line with the locally agreed syllabus. All pupils have equality of access to the curriculum, with the exception of a small number of older pupils who are withdrawn from classes for music tuition. All pupils have a range of opportunities planned to meet their interests and aptitudes. Visits out of, and visitors to school play an important part in this approach.
18. Provision for pupils with special educational needs is in line with the Code of Practice. The policy is clear and informative and the special educational needs co-ordinator works hard to meet pupils' needs. Indeed, the majority make good progress and achieve standards in line with their abilities. Individual education plans are in place. Parents and older pupils are involved in setting realistic targets. These are used by teachers in their everyday planning, ensuring that work is focused and relevant to pupils' individual needs. Parents agree that all pupils are well prepared for the next stage of their education.
19. The school has effective strategies for teaching literacy and numeracy. However, for pupils at both key stages there is room for more opportunities to use and apply mathematics, and handle data at Key Stage 2. Planning in both key stages follows the relevant framework guidelines and meets the needs of pupils in mixed age classes. Policies and schemes of work are in place for all subjects, with a cycle for review. These are supported by informative medium-term plans based on the Qualifications and Curriculum Authority guidelines. Short-term planning identifies clear learning objectives with a range of activities to ensure inclusion for pupils of all abilities. The school improvement plan recognises the need to ICT across the

curriculum to support other subjects. Although a start has been made, teachers should see what software is available in school and where it would fit into their planning for other subjects.

20. There are extra-curricular activities at lunchtime and after school, although some parents would like to see more, particularly for girls. There is a popular St Michael's club run by parents and church volunteers and the school band meets to practise. There are opportunities for pupils to receive instrumental music tuition, including violin, brass, recorder, guitar, woodwind and singing. Opportunities are also provided for pupils to play football. Older pupils take part in residential trips, for example, to Marrick Priory and provide useful links with other subjects. There are good links with the other schools in the Swaledale cluster. Links with secondary schools are effective to make sure that pupils transfer as smoothly as possible.
21. Personal, social and health education is taught, although lacks a policy and formal structure of a scheme of work. Health education, including the awareness of drugs is covered in the school's science curriculum. In sex education, issues are dealt with sensitively and appropriately as they arise; pupils in Year 6 have a more formal programme.
22. There are good links with the local community, which make a useful contribution to pupils' learning. For example, performing the Christmas concert at the Georgian Theatre at Richmond and sponsorship from local banks and businesses. The Friends of the School make a substantial contribution to the school in terms of financial support through fund raising and social events. A good example is their contribution to offset staffing costs.
23. The school provides a firm foundation for pupils' spiritual, moral, social and cultural education based on its Christian values. All of the parents who responded to the pre-inspection questionnaire agreed that the school is helping their child to become mature and responsible. The school's provision for pupils' spiritual development is very good. Assemblies play an important part in the life of the school with an emphasis on Christian values and beliefs. They give pupils a sense of belonging to a whole-school community, celebrating and appreciating each other's contributions and achievements.
24. The school has a very strong link with the local church and the vicar is a regular visitor taking an assembly once a week. The pupils take part in five church services during the year and the after school club, St Michael's, is well attended. Pupils attend the Harvest Festival Service and help to distribute harvest gifts to senior citizens in the community. At Christmas the older children visit a local rest home to entertain the residents with carols. Recent visitors to the school have included a Buddhist monk and a Church of England lay reader. Pupils' cultural development is very good. They are taught to appreciate their own cultural traditions and those of others through visits out of school and subjects such as art and music. The school is rightly proud of its links with primary schools in Bradford and Newcastle with whom exchange visits are arranged. During the summer, Year 5/6 children visited Bradford, touring the school, visiting a Mosque, an art gallery, and sampling an Asian meal.
25. The school promotes a strong moral ethos through topics, discussions and stories. Teachers help pupils to develop a clear sense of right and wrong. 'Circle time' is used to help pupils to consider various aspects of morality and there is a school

code of conduct. These arrangements help to create an environment in which self-respect, care and concern for others are emphasised. The school helps to further pupils' personal development by taking them on a residential visit to Marrick Priory.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS

26. Welfare arrangements have improved since the last inspection. There is a trained first-aider on the staff and the fire procedures are displayed in all areas of the school. The child protection policy follows local authority guide lines. The headteacher is the named teacher with responsibility. There is also a named governor. All concerns are referred to the appropriate agency.
27. The school is very successful in providing well for the care of its pupils in creating a climate of security and trust where positive values are promoted. Pupils are very carefully supervised when walking to and from the village hall and playing field. All staff know their pupils well and provide for their individual needs. This makes an important contribution to the educational standards achieved. The nurse visits to perform health checks on new pupils, gives advice to parents and assist in the older pupils' sex education programme. All equipment is checked by professionals on a regular basis and the governors and staff check all areas of the school to make sure there are no safety risks.
28. The school is effective in promoting good levels of attendance and parents agree that their children like school. Attendance registers are well kept and up to date. Parents and staff have an effective communication system that results in no unauthorised absence.
29. The school has recently re-written the behaviour policy and the headteacher has made his expectations clear. The policy relies on a simple merit and sanction scheme that works very well and the school is orderly throughout the day. Parents and governors agree that the pupils have responded well to the expectations, and behaviour at the school has improved since the last inspection. Parents also agree that the school deals with any reports of bullying or harassment effectively.
30. Procedures for assessing and monitoring pupils' attainment and progress are satisfactory. The school records results of national tests and other data to assess what pupils can and cannot do. It should now use these more fully, to target areas for individual improvement and as a basis on which to raise attainment further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

31. The school has maintained very strong links with parents and these make an important contribution to the standards attained. At the pre-inspection meeting and in response to the questionnaire, very strong parental support was evident. Parents take an interest in their child's education and are keen to help whenever possible. The Friends of the School are well organised and very active in arranging a series of fund raising and social events. Substantial funds raised have been well used by the school for buying equipment and helping to maintain four classes. A number of parents provide regular assistance during lessons, and with out of school activities.
32. Parents and the community are well informed by regular newsletters. Parents receive the school prospectus and the Annual Governors' Report. Annual pupil reports to parents give details of progress and suggest targets for improvement.

Parents are invited into school for discussions with their child's teacher. There are three parents' evenings, and an Open Day during the autumn of each year. New parents and pupils are made welcome with good induction arrangements and an information session.

33. The school values the opinions of parents and it seeks their views on school development. A significant minority of parents expressed their view that the levels of homework and activities outside lessons could be improved. The school has responded by reviewing its homework policy.

HOW WELL IS THE SCHOOL LED AND MANAGED?

34. The headteacher provides good leadership for the school. He is well supported by a good team of teachers and other adults. All share the school's aims which reflect the expectations of what pupils should achieve. There are good relationships and equal opportunities for all. It is clear through the returned questionnaire that the vast majority of parents clearly support the aims and values of the school. For example, 100 per cent agree that their children like school and make good progress and that the school expects their children to work hard and achieve their best. Since the last inspection there have been many improvements designed to raise standards further and move the school forward. The way in which the headteacher has tackled the important areas for improvement has been particularly effective. For example, the curriculum for under-fives is now based on the Early Learning Goals with improved opportunities and resources and the quality of teaching in the Foundation Stage and at Key Stage 1 is good.
35. The governing body fulfils its statutory responsibilities and has two main committees with delegated powers. Governors have made visits to classrooms and have links with specific subjects, for example, literacy, numeracy and special educational needs. The governing body's overview of financial management is good and plays an important part in decision making. Their responsibilities are clearly understood and these include monitoring expenditure. They make good use of funds particularly in terms of accommodation and raising attainment and are developing a strategic overview of the school.
36. In addition to his classroom responsibility, the headteacher co-ordinates at least four curriculum areas. Nevertheless, the curriculum is properly monitored by the headteacher and subject co-ordinators. This is an improvement on the last inspection. The headteacher is now planning to introduce opportunities for his teachers to visit classrooms and monitor the quality of teaching and learning. This, together with the close involvement of the governors, will assist the school in setting shared targets and raising attainment further. Appropriate procedures for the professional development of staff are in place and closely linked to the school development plan. There is an induction policy for teachers new to the school and the school is in a good position to be a provider of Initial Teacher Training.
37. The school has procedures for evaluating its performance. Although formal standardised tests and statutory and non-statutory assessment tasks and tests give useful information in this respect, more use needs to be made of the information gathered.
38. Educational priorities are well supported by careful financial planning. The school development plan is central to the school's work. Key objectives and priorities are identified and these are linked to costings, to ensure that the best strategic use is made of resources. The finance committee meet regularly to review spending. The recommendations of the latest audit are in place. Day-to-day financial administration by the school secretaries is good. The good use of new technologies enables easy access to current budget information.
39. The school uses additional money from specific grants well and for their designated purposes. The principles of best value are important in this small school and are effectively applied.

40. All staff are suitably qualified. They relate well and offer good support to each other. Classroom support assistants make a valuable contribution to pupils' learning. The caretaker and midday staff work hard and contribute well to the smooth running of the school.
41. The accommodation of the school is satisfactory in terms of size. Externally the school has small hard surfaced play areas. A grassed field is situated some five minutes walk from the school. The village hall is used for midday meals and physical education. There have been some good improvements to the accommodation since the last inspection. These include refurbishment and decoration of the fabric of the school, a good sized, mezzanine floor and an improved outdoor play area for the Foundation Stage.
42. The school has good resources in most subjects. Many are new and have been bought to support the newly organised curriculum, for example, guided reading material to support the literacy hour. Provision for ICT is good with eight multimedia computers and access to the Internet. Libraries have a good range of fiction and non-fiction material. Good use is made of educational visits to give pupils a greater experience of the wider world. However, some outdoor resources in the Foundation Stage need to be developed further.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

1. Further raise standards throughout the school particularly in English, mathematics and science by:
 - extending the role of the co-ordinators to enable them to evaluate the quality of teaching and learning in their subjects;
 - making more use of the information gathered through formal assessments;
 - improving the quality and use of ongoing assessment.(paragraphs 3, 35, 37, 60, 63)
2. Continuing the improvements made in ICT by providing more opportunities for using control and monitoring at Key Stage 2.
(paragraphs 6, 13, 19, 60, 63, 87)
3. Extending pupils' mathematical experiences in using and applying at both key stages, and handling data, at Key Stage 2.
(Paragraphs 4, 19, 60)
4. Planning a formal programme for personal, social and health education.
(paragraph 21)
5. Improving the outdoor provision for pupils in the Foundation Stage.
(Paragraphs 42, 48)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	30
Number of discussions with staff, governors, other adults and pupils	15

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	16	6	0	0	0
Percentage	0	26.7	53.3	20.0	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one three, percentage point[s]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y 6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	92
Number of full-time pupils known to be eligible for free school meals	n/a	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y 6
Number of pupils with statements of special educational needs	n/a	1
Number of pupils on the school's special educational needs register	n/a	11

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	11

Attendance

Authorised absence	%	Unauthorised absence	%
School data	4.1	School data	0.0
National comparative data	5.2	National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	91
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	21.39
Average class size	23

Education support staff: YR– Y6

Total number of education support staff	2
Total aggregate hours worked per week	20
Number of pupils per FTE adult	46

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000/1
	£
Total income	196,177
Total expenditure	199,285
Expenditure per pupil	2,373
Balance brought forward from previous year	10,752
Balance carried forward	7,644

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	61
Number of questionnaires returned	29

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	52	48	0	0	0
Behaviour in the school is good.	28	66	7	0	0
My child gets the right amount of work to do at home.	31	28	28	3	10
The teaching is good.	59	38	0	0	3
I am kept well informed about how my child is getting on.	45	52	0	3	0
I would feel comfortable about approaching the school with questions or a problem.	79	21	0	0	0
The school expects my child to work hard and achieve his or her best.	72	28	0	0	0
The school works closely with parents.	52	41	7	0	0
The school is well led and managed.	48	45	7	0	0
The school is helping my child become mature and responsible.	66	34	0	0	0
The school provides an interesting range of activities outside lessons.	48	24	28	0	0

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

43. The school admits children to the reception class in the September of the year in which their fifth birthday occurs. A significant number have good communication and social skills. There are good arrangements for settling children into school and developing their speaking and listening skills. Parents are very happy that their children settle easily into school. Inspection evidence indicates that most of the children make sound progress and are on course to achieve the Early Learning Goals by the end of the Foundation Stage. The teachers have quite rightly chosen to involve these children in National Curriculum activities when judged appropriate. This is an improvement on the last inspection when progress, particularly in mathematical development, was unsatisfactory.

Personal, social and emotional development

44. Through good teaching and well-prepared activities children soon develop positive relationships. They understand the need to deal fairly with each other and are provided with many opportunities to develop self-confidence. For example, they choose activities independently and take part in assemblies and singing with pupils in Key Stage 1. They particularly enjoy opportunities to show their work to the whole school during special assemblies. Daily routines and rules form the basis for developing the children's understanding of the organisation of the school. They are used to meeting visitors to the school, for example, parents, police, fire brigade, visiting musicians and actors. They are becoming more confident as they move around the classroom and are well used to sharing equipment and wait their turn, for example, when using the computer and the water and sand trays. All children love to do well and respond with enthusiasm to praise and encouragement. Children are well behaved and know the difference between right and wrong.

Communication, language and literacy

45. The children make sound progress with a clear emphasis on developing their speech and language skills. They talk confidently about their drawings and listen carefully to the teacher in the early part of the literacy lesson. They are taught to speak clearly when, for example, they respond to the teacher's questions. The early reading skills are taught well and children make satisfactory progress as they follow the text of a big book with the teacher. Information and communication technology is used well to help children recognise letters and to reinforce their sounds. Most children are building up a sound phonic base on which to develop their reading skills. They love books, listening to poems and stories, for example, 'Goldilocks and the Three Bears'. They like to retell stories, such as, 'Owl Babies' and 'This is the Bear'. The children have good opportunities to write. Most can write their names independently and a significant number of the letters of the alphabet. Pencil control is good and letter formation is progressing well.

Mathematical development

46. Most children are becoming comfortable with numbers and shapes. They talk about which is one more than and one less than when, for example, ordering numbers to the tune of 'five little firemen' or 'ten green jellyfish'. They are developing a

satisfactory understanding of number and can count to ten and beyond, in sequence. Most children can sort, count, and match numbers and objects. Understanding of money is developing well and children can recognise and use coins up to 50p. They name simple shapes and sort and classify objects by colour, shape and size. For example, they can tell the difference between faces and corners, and solid and flat shapes. They use appropriate mathematical terms to compare quantities, for example, more or less, shorter and longer. Most can recognise and name two-dimensional shapes such as a triangle and a square and some three-dimensional shapes such as cubes and cylinders. Many activities are practical, giving children good opportunities to develop their mathematical concepts. A good example is the use of the play area as a café with a price menu where children order, sort and count. They enjoy the challenge of number investigations. Addition and subtraction calculations are tackled confidently. Stories and rhymes are used effectively to extend children's mathematical language. By the time they are five, most can work out simple addition sums and add correctly, single digit numbers to record answers to ten. All can tell the time to o'clock.

Knowledge and understanding of the world

47. Many children begin school with good awareness of the world around them and the needs of living things. They know that the local environment is a habitat of plants and animals. Staff organise a good range of interesting activities to build on children's skills and knowledge in this area. They visit the playing field and school grounds and name the plants and minibeasts they see there. Children learn how to look after themselves. They know the importance of hygiene, and of what makes us sad and happy. In discussions with adults, they learn to express their feelings more confidently. They become increasingly aware of family relationships and past and present, and begin to appreciate the structure of child, parent and grandparent. All learn about the life of Jesus and His disciples through listening to stories, such as the loaves and the fishes, both in the classroom and during assembly. Many are beginning to understand some of the festivals of Christianity and Judaism. Most can use a variety of packages on the computer and are becoming very familiar with the keyboard.

Physical development

48. Children develop a wide range of physical skills. They learn to move confidently, control their bodies and handle equipment. There are opportunities for designing, constructing, cutting and printing in their art, and design and technology activities. They show increasing hand-to-eye co-ordination when they colour in pictures and build models. For example, they design and construct a fire engine following a visit from the fire brigade. Fine motor skills, including pencil, crayon and brush control are good. In their physical education, children use space well with control and co-ordination and confidently take part in catching and throwing activities. Most pupils are able to structure their movements to express feelings, for example, to show friendship. There is a good outside space with a range of outdoor equipment to allow pupils to develop their physical skills and strength. However, there is a lack of wheeled vehicles and this, to some extent, limits coverage in this area.

Creative development

49. Children have good opportunities to experiment with colour, texture and shapes in their art and design work. They use a range of tools and materials to produce

imaginative and colourful work. Most recognise and name the primary colours, and some can name correctly a few of the secondary colours. They are developing their observational skills, for example drawing objects using pastels, pencil crayons and charcoal. The children take part in group singing activities and listen carefully to music from different parts of the world. They enthusiastically use a range of untuned instruments and join in confidently with action rhymes and songs. There are good opportunities for them to participate in imaginative play and take on a variety of roles in the play area.

50. The quality of teaching is very good. It is based on an awareness of the need for young children to develop thinking skills, to formulate ideas and opinions through first hand experience. There is a secure and caring atmosphere where the contributions of all the children are valued. The good use of praise and acknowledgement of the children's good behaviour plays an important part in the growth of their self-esteem. The teacher and nursery nurse use their experience, understanding and awareness of the needs of young children to very good effect. The curriculum is relevant, classroom activities are carefully planned and groups are managed well.

ENGLISH

51. At seven and 11, most pupils attain the level expected for their age in English. A significant number of these pupils reach a higher level of attainment. These overall standards reflect the priority the school has placed on implementing the literacy hour. Pupils with special educational needs make good progress. The school has effectively targeted pupils who need extra tuition in some aspects of literacy.

Speaking and listening

52. By the end of Key Stage 1, pupils' oracy skills are good. This is because teachers plan opportunities for pupils from an early age to learn and practise speaking and listening skills. The youngest pupils listen carefully to what their classmates have to say, for example, when talking about 'Big Bad Bill' or enjoying traditional stories such as 'Cinderella' and 'Puss-in-Boots'. They happily listen to stories by Jill Murphy, David McKee and Dick King Smith and confidently read their own stories and poems aloud to the class when asked. As they move through the key stage they further develop their ideas, speak clearly and use a growing vocabulary. By the time they are ready to move into Key Stage, 2 they can talk and listen in different situations and show an understanding of the main points of a discussion.
53. In Key Stage 2, pupils make good contributions to class discussions and assemblies. For example, in the literacy hour, talking about poems they have read and reasons why they like them. Or in religious education when they talk about preserving God's world from pollution and abuse. Most pupils are becoming articulate and listen carefully to each other and their teachers. They ask questions, think about their ideas and are confident to express their own opinions. A good example was seen when pupils discussed dialogue from 'The Machine Gunners' and listened to others opinions on characters and motives. By the time they leave school, pupils' oracy skills are well developed. These skills are shown to good effect when all pupils confidently take part in the annual speech competition, where, in front of the whole school they speak on titles such as swimming with dolphins, and how to make a successful pizza.

Reading

54. The majority of pupils, in both key stages, make satisfactory progress in reading and higher attaining pupils in key stage 2 make good progress. From talking to pupils and listening to them read, their enjoyment and interest are evident both in reading at school and at home. From the beginning of Key Stage 1, teachers focus on learning sounds and letters, including beginnings and endings. As they move through the key stage most pupils develop a sound phonic knowledge and an increasing sight vocabulary. They are confident in recognising the high frequency word lists appropriate to their age and can read these in and out of context. All pupils keep a record of books they have read and enjoy talking about the main characters and favourite authors. Pupils with reading difficulties have access to a structured programme of reading which is well matched to their abilities. By the end of the key stage the majority of pupils are well on the way to becoming fluent and confident readers. As they move up through Key Stage 2, some are capable of reading more demanding books and are aware of different authors and have their favourites, for example, Alan Garner and Susan Cooper. They particularly enjoy the 'Dark is Rising' and 'The Lion, the Witch and the Wardrobe' and more challenging group readers, such as 'Goodnight Mister Tom'. Most pupils understand how to use the contents and index to find information. Some know that a glossary can be helpful and are able to use skimming and scanning techniques in their research. By the time they leave the school the majority of pupils are independent readers who read with interest, fluency and good pace.

Writing

55. The spelling, vocabulary and grammatical skills acquired in the literacy hour together with a sustained writing activity each week, means that by the time pupils are seven most can write stories in the correct sequence with properly organised sentences. The meaning is clear and basic spelling, grammar and punctuation are used correctly. Pupils are encouraged to use the correct vocabulary including that related to language itself, for example, syllable and alliteration. They write in a variety of ways and for a number of purposes, for example, in story form, lists for a recipe or instructions to follow. As they move up through Years 3/4, most pupils develop a sound understanding of how English works. For example, they understand how synonyms, adjectives and adverbs can be used to enhance their written work. They recognise the need to write for different purposes and audiences; a letter to a friend, an account of a visit to Marrick or step-by-step instructions on how to load a video. By the age of 11, pupils write for a wider audience, including property adverts, letters to visitors and visiting speakers, and letters and e-mails to schools in other parts of the country. Some good pieces of imaginative writing, with setting, characters and plot and demonstrating atmosphere and style, are seen, such as, "All was quiet and still except for the church clock as it struck three am". There are some very good descriptive pieces, for example, "He had a kitchen with a vast black cooking range and a threadbare armchair". Pupils' ability to structure their writing is good and this was seen when they wrote an account of Chas McGill following a discussion on biography and autobiography. Handwriting is generally neat, correct, clear and well presented.
56. The quality of teaching at both key stages is good. A feature of this good teaching is the interaction with pupils, including the management of their behaviour. Objectives are made clear at the beginning of all lessons so that pupils know exactly what they have to do. Work is well planned and taught using the framework of the

literacy hour. Teachers work hard to ensure that their lessons are interesting. Questions are used well to test pupils' previous learning and to check their understanding. However, ongoing assessment of what pupils can or cannot do in lessons would help teachers to plan future work more effectively and increase standards further. Classroom support assistants and parents make a valuable contribution to the teaching of pupils, including those with special educational needs. Information and communication technology plays an important part in developing pupils' literacy skills, for example, in word processing and in giving younger pupils good phonic support when practising their letter sounds. Throughout the school, pupils' responses are good. They particularly enjoy the introductory discussions and plenary sessions.

MATHEMATICS

57. At the age of seven and 11, most pupils achieve the expected level for their age whilst a significant number reach a higher level of attainment.
58. In numeracy, all pupils are developing useful mental strategies and use these effectively in their everyday work in the numeracy hour. By the end of Year 2, most pupils are secure in number bonds to 20 and recognise and understand place value to two and sometimes three digits. They recognise the difference between odd and even numbers and cut and fold paper to make simple fractions such as a half and a quarter. Pupils complete addition and subtraction equations of the type $45 + 8 = 53$ and $72 - 58 = 14$, understand the concepts of 'more than' and 'less than'. They count confidently in twos, fives and tens. Their awareness of the value of coins is sufficient to find the change from a £1 when shopping. In their work on shapes, most pupils know the characteristics of basic two and three-dimensional shapes, such as a rectangle and triangle, cylinder and cuboid. Pupils in Year 1, measure lengths of objects in non-standard units such as when finding how far their tiddle has winked. Pupils in Year 2 are comparing these with standard measurements, for example, using a tape to measure a piece of string and how much a teapot holds in millilitres.
59. Pupils in the juniors, investigate the number of ways to make a rectangle with eight straws of different lengths and conclude that the perimeter always stays the same. They consolidate their number skills and by the age of 11, their understanding of the four rules of number is good. Pupils in Years 3 and 4 are developing an understanding of the rules of mathematics and a useful mathematical vocabulary. For example, place value and the power of the decimal point how these are applied when converting pence into pounds and vice versa. In their work on shapes they understand the concept of symmetry and know the properties of the four types of triangles. Pupils in Years 5 and 6 are confident when dividing and multiplying by double digit numbers. They understand the relationship between decimal fractions, fractions and percentages and use this knowledge to calculate proportions. Their knowledge of two-dimensional and three-dimensional shapes is good and they are confident when measuring length, weight and capacity and time using both the 12 and 24 hour clock. In their geometry work, they know the value in degrees of right and straight-line angles and can use a protractor to construct and measure angles accurately.
60. To further raise attainment there are two areas that should be developed:

- Firstly, using and applying mathematics should have a higher profile throughout the school. The current position should be assessed and a more structured approach to this aspect of mathematics developed, through the application of other attainment targets. An integral part of this approach is to establish criteria for assessing pupils' attainment.
 - The second consideration mainly involves pupils in junior classes but it is also pertinent to higher attainers in Year 2. At the moment, opportunities for data handling are limited. These need to be increased so that pupils are confident in collecting and presenting information in a variety of forms and interpreting the results, using the appropriate mathematical language.
61. The quality of teaching seen overall is good. Teachers' subject knowledge is good allowing them to explain the work clearly to pupils so they understand. Introductions to lessons are always well structured, move with pace so that they keep pupils interested and remind them of previous learning. A very good example was seen in the lower juniors when 'punching' multiples; a double punch indicated more than one multiple, no punch, a prime number. In the best lessons, objectives are shared with pupils and planned activities challenge all pupils and this has a positive effect on their interest and involvement. Resources are also used to this end, for example, two counting sticks to compare how to write amounts of money as either pence or pounds.
62. Statutory national tests at the end of Year 2 and 6 and other annual tests are carried out and assessment information collected. However, this data is not used rigorously always or shared with teachers to discover where specific weaknesses lie or to track pupils' progress.
63. There are several other developments the co-ordinator wishes to introduce:
- to receive teachers' weekly planning and so check that pupils receive a balanced curriculum;
 - visit classrooms to monitor the quality of teaching and learning throughout the school;
 - regularly scrutinise pupils' work to assess standards;
 - keep parents more informed about mathematics and how it is taught at Middleton Tyas C E Primary School;
 - extend the use of ICT.

SCIENCE

64. At the ages of seven and 11, most pupils attain the standards expected of their ages and make satisfactory progress. For a significant number of pupils attainment is better and they reach a higher level. Pupils with special educational needs make good progress.
65. Pupils in Years 1 and 2 investigate how different materials float and sink. They make simple predictions and record their results, for example, that a cork will float and a brick would not. In Year 1, they learn about the similarities and differences in people, such as their hair colour and the life cycle of plants such as the sunflower. Pupils in Year 2, are learning about the importance of healthy eating and the importance and effects on the body of exercise. "My temperature was 37 degrees before I started exercising and at the end 39." They can label the main parts of plants; leaves, stem, roots and know that they need water, light and nutrients to grow. Most pupils know about the characteristics and properties of every day materials, and in their experiments they

use a 'feely bag' to describe properties such as hard, rough, and smooth. They experiment with simple circuits to light a bulb and know that "When you undo a clip the light goes off because the power has to go right round". By the age of seven, pupils are developing a basic knowledge of forces by pushing and pulling toy cars and bouncing balls.

66. As they move through the junior classes, pupils build on their existing knowledge, skills, and understanding. In their investigative work they test which tights stretch most, predict what will happen, make sure that their test is fair and control variables, for example, the length between the sticky label and the tights themselves. Results are presented in a variety of ways such as tables and graphs although the reasons why things happened are not always recorded. By the age of 11, pupils devise their own experiments such as when investigating shadows. Again predictions are made and fair tests considered. Results are properly considered with explanations of what happened and reasons why. Pupils build on their knowledge of life cycles of plants and use terms such as germination, dispersal and pollination accurately and understand the importance of food chains in the life cycles of animals. Pupils understand why some substances dissolve, about evaporation and condensation and use this knowledge to separate clean from dirty water. In their work on physical processes pupils in Years 3 and 4 link cause and effect to describe how things work. For example, "The springs on a bike makes the ride smoother by absorbing shocks". The oldest pupils know that forces are measured in Newtons and basic facts about the earth, sun and moon. They understand the effects of friction and gravity and that forces acting on an object balance and help keep a boat afloat.
67. The school has made a conscious decision to teach the subject through an investigative approach and from talking to pupils it is clear that they enjoy these lessons. A good example of their enthusiasm is shown by the number of objects brought in to school and suggestions of forces used in the home, by the pupils in Years 3 and 4. Overall they get on well together either when working as a whole class or in smaller groups. They listen carefully to their teachers and give clear and sensible answers to questions. The majority of pupils can discuss and share ideas and respect the views of others, and older pupils work with a good degree of independence. The quality of teaching and learning at both key stages is good. Teachers' subject knowledge is good and because of this enthuse pupils by involving them in discussions and prompting them to ask questions. Well planned experimental work makes them think and discover facts for themselves and draw conclusions.

ART AND DESIGN

68. Art has a high profile in school and from talking to pupils and teachers, looking at portfolios of their completed work and displays around the school it is clear that standards in art, particularly at age 11, are above those seen in many schools.
69. In Years 1 and 2, pupils are taught to use a variety of media and use these effectively. When painting, they mix colours and use brushes well, for example, in their self-portraits to give a good visual effect. They learn to appreciate the work of famous artists and reproduce work using their style. A very colourful example was seen in pastel sketches based on Monet's 'Regatta at Argenteil'. They develop close observational skills and use pencils when sketching a bicycle tyre. In their three-dimensional work they use a variety of materials to make collages, for example, using straws to represent corduroy trousers. By the age of seven, their

skills are developing well as illustrated in a classroom wall display of smaller scale pictures from their collages of mini beasts using a computer art package which showed their 'eye' for detail.

70. As pupils move through the juniors their progress quickens and they experiment with different media to find out their effects. Pupils in Years 3 and 4 further develop their skills in painting and drawing. They learn the rudiments of watercolour painting, for example, how to mix colours, which ones are warm and cool and how to use a wash. Their three-dimensional work in collage continues as in a display in Year 3 and 4 classroom with a representation of an Indian village using wood, straw and coloured materials with a variety of textures. They use clay to make tiles showing scenes from the local environment. Pupils in Year 6, build effectively on their close observational skills, for example, in their sketches of training shoes and find which hardness of pencil gives a bolder line. In their paintings, pupils in Years 5 and 6 use the tonal ranges of colours effectively to highlight light and shade. An excellent example of their good skills was seen in paintings based on the work of local artist McKenzie Thorpe. Colours, textures and brushstrokes were used to heighten the drama and passion of the setting sun and the sky and clouds in their various moods. This maturity is also shown in their studies of techniques of other artists such as detail taken from paintings by Beryl Cook. The local environment is used to good effect as shown in the tempera paintings of Georgian doorways in Richmond. In their three-dimensional work they use clay to make them in relief, and use thumb pot techniques to make fired and glazed earthenware animals.
71. The quality of teaching is satisfactory at Key Stage 1. However, the good progress pupils' make in the juniors is linked to the very good teaching in these classes. Subject knowledge is very good, based on the teacher's specialist skills. Demonstrations to pupils are very useful in teaching skills accurately and effectively, for example, when using clay, cutting to shape and engraving detail using plastic tools, and scoring and slipping to join pieces. Lessons are planned with the intention of making art fun, creative and exciting whilst at the same time making pupils think hard. Pupils clearly enjoy art and work hard. Long-term planning is very clear and provides a focus for individual lessons and ensures that pupils make progress as they move through the school. Art makes a useful contribution to pupils' cultural development.

DESIGN AND TECHNOLOGY

72. Only one lesson was seen in design and technology. However, from the evidence obtained through discussions with teachers and pupils, a scrutiny of planning and samples of work it is possible to draw positive conclusions about standards in the subject. Standards of attainment in design and technology are satisfactory. Progress for most pupils, including those with special educational needs, is sound throughout the school.
73. The youngest pupils in Key Stage 1 develop skills in a range of activities including cooking, making models from a range of recycled materials and using construction kits. Older pupils use a variety of materials well, for example felt, wood, clay, salt-dough, card and disposable cartons. They can estimate, measure, mark out and cut simple shapes in a range of materials, accurately. By the end of Key Stage 1, most pupils use a range of techniques to successfully construct and join materials, for example, wheeled buggies in connection with their work on friction. They evaluate and make sensible judgements about the end product of their work.

74. In Key Stage 2, younger pupils construct burglar alarms using batteries, pressure pads and switches. Following a visit to Newcastle, older pupils design and make a bridge to span a given distance. They use a series of pulleys, carefully designed to open and close the bridge and use graphic presentation to record their project. By the end of Key Stage 2, pupils can confidently investigate, evaluate and discuss individual ideas leading to a design, and have a good understanding of the processes involved.
75. Pupils have good attitudes towards design and technology. They talk about their designs and models with enjoyment and enthusiasm. They listen well to suggestions and work collaboratively on tasks. Teachers plan interesting activities often linked to work in other subjects, for example, opportunities for pupils to cook wartime biscuits. Resources are sufficient to meet the requirements of the National Curriculum with a good selection of large and small commercial construction kits. There is also a good selection of tools for measuring, marking, cutting and joining.

GEOGRAPHY

76. Pupils at both key stages reach the standards appropriate for their age. Pupils in Year 1 use the village as an important resource to develop their early geographical skills. As they move through the infants they develop a greater awareness of their surroundings and know the difference between physical and human features. To widen their knowledge they study a contrasting location in the United Kingdom, the fictional Isle of Struay in Scotland based on the book by Marie Hedderwick. This provides a good link with pupils' work in literacy. Pupils learn about their own environment and how it can be improved. For example, they collect information on the 'Walk to school week'. They follow the adventures of Woolly Bear on his travels round the world to exotic countries such as Mexico.
77. In the junior classes pupils build on these firm foundations. They can use an atlas to locate countries in the world and on ordnance survey maps mark the land use around Middleton Tyas. They contrast their own locality with Newcastle upon Tyne and look at the communications and major areas of population in Northern England. Pupils in Years 3 and 4 study a village in India, which gives a valuable insight into the cultural traditions of a third world country. As they move through the juniors they develop their map skills to identify the major cities in the world and the oceans and continents. Older pupils look closely at the countries of North America. When studying physical geography, the oldest pupils understand how the landscape is changed naturally and that water, soil and rocks are agents in this process of erosion and deposition. For example, the action of the sea on the coastline to make arches and stacks.
78. Teachers prepare stimulating work for their pupils. A good example was seen in the lower junior class where a variety of activities, including brainstorming ideas, whole-class discussions and use of targeted resources successfully developed their knowledge of rural life in India. Pupils listen attentively and reply willingly to the teacher's questions. In their individual work they work hard and share ideas with their classmates. Geography makes a valuable contribution to pupils' development in their understanding of other cultures in a multicultural dimension. Resources are good; the village of Middleton Tyas and the surrounding countryside offer good opportunities to use fieldwork in their studies. The co-ordinator would like a wider role in the monitoring of geography in classes and, as part of this development, visit

other local schools to see good practice. Little evidence was seen of planned opportunities for ICT to support geography.

HISTORY

79. Opportunities to see history taught during the inspection were limited to a single lesson at Key Stage 2, as it was not a focus in this part of the term at Key Stage 1. However, from a scrutiny of teachers' plans and pupils' work, it is possible to draw conclusions that attainment and progress of pupils at both key stages are appropriate to their age.
80. Plans show infant pupils are taught to develop an understanding of chronology and use their own lives as a starting point. They study the lives of famous people and important events in British history, for example, Samuel Pepys and Florence Nightingale. Their experiences widen, as they look at sea transport and the voyages of Captain Cook.
81. At Key Stage 2, pupils continue to build on these earlier foundations. They increasingly understand about life in the past and confidently compare the similarities and differences between their own lives and those in Victorian times. Studies of ancient civilisations, for example, the Aztecs and the Greeks give pupils a wider view of world history. Studying the history of the local area gives pupils good opportunities to develop their historical enquiry skills, such as using place name evidence. Visits out of school, for example, the residential visit to Marrick Priory give valuable first hand experiences.
82. The quality of teaching in the lesson seen is good. Lessons are planned in detail with a range of activities. A conscious effort is made to give them experiences designed to fully involve them in their learning. In the lesson about World War II, the effects on ordinary people were brought to life through a series of pre-recorded TV programmes. This was followed by use of artefacts and books to research more deeply, 'Make do and mend'. Opportunities are taken to involve other subjects, for example, design and technology when pupils in Year 6 made biscuits with 1940 rations. Pupils use ICT when researching topics: further use of simulations will extend pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

83. Little direct teaching of ICT was seen during the inspection and opportunities to see pupils working in the classroom were limited. Although inspection evidence and discussions with the co-ordinator and pupils indicate that that at age of seven and 11, overall attainment and progress are satisfactory, the school recognises that standards are not yet high enough. In the juniors, attainment is better in the communication element than in control.
84. In the infants, pupils use their word-processing skills to present their work and save their work for alteration later. They use the digital camera to take photographs and use CD-ROMs to find out more about food. Art packages are used confidently to draw pictures of animals and flowers and compare them with the real thing. They enter information in a prepared database about the number of vehicles parking outside the school and print out their results in a graph. In control, pupils can program a floor robot to move forward, backward and turn through a right angle.

85. Pupils in the juniors continue to build on their earlier experiences, particularly in word processing. They alter the type and size of font for best emphasis and effect either in bold, italic or underlined when typing out the class rules, and cut, paste and edit text. In their literacy work they use the spellchecker to identify correct spelling and incorrect homophones. Art packages are used to design a Muslim prayer mat. They can use databases to collect information about the number of pupils in school and use spreadsheets to enter their pulse rates as part of an experiment in keeping healthy. CD-ROM based encyclopaedias are used to find and print information about the origin of local place names. Year 6 pupils produce impressive multimedia presentations, for example, about their visit to Whetley School in Bradford and Roly the Clown.
86. Pupils enjoy working with computers and many have access at home. All staff are confident in teaching ICT after New Opportunities Funding training although it is not possible to make an informed judgement on the quality of teaching. Information and communication technology is used to help pupils with special educational needs, for example, to develop their phonics. Resources are good and easily available in the classrooms. The junior classroom has Internet access provided under the National Grid for Learning. The co-ordinator has worked hard to produce assessments sheets to record pupil progress, and an informative portfolio of work to moderate standards.
87. The school recognises that standards can improve further; the potential is there. Pupils need more opportunities in using control and monitoring with sensors. Internet access is only available in the Year 5 and 6 classroom and this should be extended to others so those pupils in these classes can use the Internet, and send and receive e-mail. Plans for teachers to include ICT in other subjects should be completed. To tie all these developments together, the role of the co-ordinator should be extended to monitor standards, and the quality of teaching and learning

MUSIC

88. Judgements on music during the week of inspection are based on the two lessons observed, a scrutiny of documentation and discussions with pupils and staff. Standards of attainment in music are satisfactory and all pupils, including those with special educational needs, make suitable progress particularly in singing which is seen as a priority. This is an improvement on the last inspection when progress in Key Stage 1 was judged to be unsatisfactory.
89. By the end of Key Stage 1, pupils are able to listen to music and sing, by heart, a good range of songs, confidently and tunefully. They talk fluently about sounds and understand how musical sounds are made in different ways. They play games to identify the sounds of a variety of instruments and discuss ways in which musical sounds can be changed. Pupils understand the difference between loud and soft tones and how these can express character and mood. Most have a sound grasp of musical elements and are able to keep time and recognise rhythm. By the time they are ready to move into Key Stage 2, most pupils can compose simple percussion pieces using, for example, cymbals, chime bars, bells, wood blocks, tambourines and castanets.
90. The youngest pupils in Key Stage 2, listen to a piece of music, for example, 'Tubular Bells' by Mike Oldfield. They identify the repeated pattern and tap their fingers in time with the music and understand that this repeated pattern is called an ostinato.

Older pupils listen to Dave Brubeck's 'Unsquare Dance', discuss the pulse and rhythm and identify the instruments they hear. All pupils enjoy listening to music at the beginning and end of assemblies and many can recognise pieces by famous composers, such as Bach, Beethoven and Mozart. Almost all pupils have a good knowledge of musical ideas and understand words, such as pitch and tempo. Many are beginning to understand note values and can read simple notation. They can hold and compose a rhythm, follow dynamics, perform together and practise pieces.

91. The overall quality of teaching is good. This is an improvement on the last inspection when some aspects of teaching, in Key Stage 1 were judged to be unsatisfactory. Teachers ensure that all pupils take part in music making. Pupils are actively encouraged to learn to play a musical instrument, in this case the recorder, and to be self critical of their performance. Teachers provide good opportunities for pupils to sing and perform music for example, in the local church of St Michael and the Georgian Theatre in Richmond. Opportunities are also provided for pupils to sing and perform during morning assembly. Throughout the school pupils have good attitudes to music. They are very enthusiastic and enjoy participating in musical activities both individually and in groups. The curriculum, particularly in Key Stage 2, is greatly enhanced by specialist teaching, and additional lessons in brass, woodwind, strings, singing, recorders, the folk guitar club and school band and

PHYSICAL EDUCATION

92. Standards of attainment in physical education throughout the school are in line with what is expected of pupils of this age, and all pupils, including those with special educational needs, make satisfactory progress. Pupils are taught games, gymnastics, athletic activities, outdoor activities and swimming. Swimming is a strength, and by the time they leave school all pupils can swim at least 25 metres. Dance takes place in the form of country dancing, music and movement and maypole dancing.
93. The youngest pupils in Key Stage 1 are well used to the warm up activities at the beginning of each lesson. They particularly enjoy the traffic light warm up, where they listen, stop and change when instructed. They soon become proficient in a range of movements and can travel both on the floor and on apparatus using a variety of methods. They develop good control when completing movements in dance, for example, Circassion Circle and Huntsman's Chorus. By the end of the key stage, all pupils can find a space and perform a series of controlled movements, for example, travelling with a partner, rolling and retrieving a ball. All pupils are aware of each other's movements and can look and move in relation to everyone else. The youngest pupils in Key Stage 2 listen to music and interpret the sounds they hear in a variety of movements. A good example was seen when individual pupils expressed themselves in a series of slow, controlled, stretching movements to represent the sky rising out of an ocean. This led to a planned set of movements depicting a calm and gentle sea with softly falling rain. By the end of Key Stage 2, pupils practise, improve and refine their performance through increasingly complex sequences of movements in individual activity, working in pairs and working in groups. They develop good co-operative skills in ball games and athletics.
94. Pupils have good attitudes to physical education and respond enthusiastically in lessons. They enjoy evaluating what they have done and appreciate individual examples of expertise demonstrated by their peers. All pupils dress properly,

generally behave well, concentrate on their work and show confidence in performances. From an early age pupils are taught to put out and tidy away items of equipment and this assists the organisation and pace of lessons. It also makes them aware of the safety rules and the need to give other members of the class due consideration.

95. The quality of teaching is good. Teachers work hard to provide interesting opportunities for pupils, for example, games and competitive sport within the Swaledale school cluster. Extra-curricular activities, for example, football and the carousel of activities arranged by the Friends of the School, help to sustain and enhance provision. However, the school has no option but to use the village hall for physical education and this limits some aspects of gymnastics.

RELIGIOUS EDUCATION

96. During the week of inspection, only two lessons were observed in religious education. Judgements are therefore based on the two lessons observed, a scrutiny of documentation, pupils' work and discussions with pupils and staff. These show that standards of attainment in religious education, throughout the school are in line with the locally agreed syllabus and all pupils, including those with special educational needs, make satisfactory progress. This is an improvement on the last inspection when no secure judgements were made.
97. The schools' main focus is Christianity, and pupils are becoming aware of its history and importance in shaping the way in which we behave towards others. Most pupils in Key Stage 1, understand some basic aspects of customs and beliefs of other major religions, for example, Judaism. They can talk about Shabbat and know that the Torah is important in teaching Jewish people how to live their lives. Most are familiar with St Michael's Church and can talk with confidence about the things they have seen on their visits. They understand, that just as they belong to the family of Middleton Tyas School, people who believe in God belong to a religious family and have their own signs to show this. For example, they understand the significance of the cross to all Christians and can design and make their own signs to show to whom they belong to.
98. The youngest pupils in Key Stage 2, can talk about the creation and compare Christian teaching with other faiths. They understand that God gave human beings a responsibility for the stewardship of the world. They talk about Christian festivals of Christmas and Easter, and the Hindu festival of Diwali. Most pupils know that this is a special celebration for Hindus and that it is known as the Festival of Light. By the end of the key stage pupils have acquired a good knowledge of Christianity and a sound understanding of the basic principles of Judaism, Hinduism, and Islam. For example, they know that the Hindu God has different forms; Brahman the creator, Shiva the destroyer and Vishnu the preserver. Many are able to talk with confidence about Islam's five pillars of wisdom. They have visited a Mosque, looked at the Koran and discussed the importance of Mecca and the significance of Mohammed. Most know about special people who gave much of their own time and energy in helping others, for example, Martin Luther King and Mother Teresa. They are familiar with terms such as font, lectern and pulpit and understand the symbolism of bread and wine at communion.
99. Pupils have good attitudes to the subject. They are quiet, well behaved and respectful when listening to stories and are usually eager to join in with discussions.

100. The quality of teaching is good. The school follows the local authority's agreed syllabus, delivered as a discrete subject and also within topics. There is a good collection of books covering a range of moral issues and a developing variety of artefacts relating to the major faiths studied. Collective acts of worship during assembly make a very good contribution to the school's teaching of religious education.