

Middleton Tyas Church of England Primary School

Inspection report

Unique Reference Number	121509
Local Authority	North Yorkshire
Inspection number	292141
Inspection dates	13–14 March 2007
Reporting inspector	Jim Griffin

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School	137
Appropriate authority	The governing body
Chair	Mrs Liz Donoghue
Headteacher	Mr J Ridley
Date of previous school inspection	1 October 2001
School address	School Bank Middleton Tyas Richmond North Yorkshire DL10 6RE
Telephone number	01325 377285
Fax number	01325 377339

Age group	5–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school moved to newly constructed premises in 2004. It has grown from four to five mixed age classes since the previous inspection. Very few pupils are entitled to free school meals. Nearly all are of White British heritage, with a very small percentage of Indian or mixed heritage. All speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is around half the national average, while the proportion of pupils with statements of special educational need is broadly average. The proportion of pupils that join at other than the usual time is high, especially in junior year groups.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, with good features. The quality of the school's self-evaluation has recently improved significantly and is now accurate, but the monitoring of lessons is not yet a good feature. It provides satisfactory value for money.

Governors and staff are fired by a common belief in providing a well rounded education for all pupils. The school provides a good curriculum and good pastoral care, guidance and support for pupils, and as a result their personal development is good. Parents find that staff are very approachable and helpful when difficulties or concerns arise. Pupils who join the school at other than the usual time settle well, as they are made welcome by staff and pupils. Parents are generally positive about what the school provides, with a number citing 'the happiness, friendliness and good facilities, with all pupils treated as individuals'. Key aspects of pupils' personal development, including their spiritual, moral, social and cultural development, are good. Pupils have good attitudes to the school and to their work in lessons and they clearly enjoy school a great deal. This is reflected in consistently above average attendance. Behaviour is excellent both inside and outside of lessons, and pupils show good levels of respect and tolerance for each other. Pupils undertake with enthusiasm their responsibilities, such as by serving on the school council and through the wide range of monitor duties they carry out. They understand the importance of healthy eating and exercise and how to stay safe. Most pupils are polite, caring, confident and independent individuals well before they leave Year 6.

Pupils' academic standards are good. Their achievement is satisfactory. This is largely because teaching, while satisfactory overall, lacks consistency and is not focused enough on the key features that promote good learning. The school acknowledges that there is also room for improvement in how pupils are kept informed about their academic progress and what they need to improve. Standards are broadly typical of those found nationally on entry to the Reception class. Here children get off to a good start, as the quality and standards in the Foundation Stage are good. Standards are above national expectations by the end of the Reception year in all areas of learning. Pupils make satisfactory progress between Years 1 and 6, so that standards are also above the national average by the end of Year 2 and Year 6. The good curriculum benefits considerably from the exceptional range of outdoor facilities, which are used very well.

Leadership, management and governance are all satisfactory. Leaders have come to grips with the additional challenges associated with running a larger school. The recent creation of a senior leadership group combined with additional support from the local authority have been key positive developments. As a result, the school now has an accurate view of most aspects of its performance, based on tracking pupils' progress, and its improvement priorities are well chosen. Furthermore, it has strengthened the school's capacity to improve further and this is now good. Improvement since the previous inspection has been good, based on satisfactory improvement in pupils' academic progress and the step change in the opportunities and facilities provided by the new school. Nevertheless, the monitoring of lessons is not a regular, coherent feature that leads to review and improvement. Well led by the new chair, governors are becoming more influential in the school's leadership.

What the school should do to improve further

- Improve the quality and consistency of teaching and learning in order to improve pupils' progress.

- Improve pupils' understanding of how well they are learning and what they have to do to improve their work.
- Make the monitoring of lessons a regular, coherent feature that improves learning and pupils' progress.

Achievement and standards

Grade: 3

The achievement of all groups of pupils is satisfactory, including those with learning difficulties and/or disabilities. Children enter the Reception class with knowledge and skills that are broadly similar to what is expected of four-year-olds. They get off to a good start, so that by the end of the Foundation Stage, standards are above average in all areas of learning. By the end of Year 2, standards are above the national average in reading, writing and mathematics.

Pupils continue to make satisfactory overall progress in Years 3 to 6. Standards by the end of Year 6 are above average overall. There is no major difference in the progress made in different subjects, as the school is already working steadily on improving pupils' progress in writing, where performance has tended to be weaker than in other areas. The school usually meets its appropriately challenging targets in English and mathematics at the end of Year 6.

Personal development and well-being

Grade: 2

Pupils are proud of their school. They value the good relationships with adults and among pupils, as well as the excellent range of clubs and outdoor facilities in their new school. Pupils clearly enjoy both the social and the learning sides of school and show good attitudes to lessons and learning. Excellent behaviour around the school leads to a calm, orderly atmosphere. Pupils have confidence in adults to resolve any rare, minor incidents of misbehaviour. Attendance is above average and pupils arrive on time. Pupils' spiritual, moral, social and cultural development is good and cultural development is satisfactory. They are respectful and courteous, and most work very well in pairs and small groups. They gain an important awareness of world faiths and cultures through visits and visitors as well as in history and art lessons.

Pupils make a good contribution to the school community. Adults and pupils take seriously the pupils' work as school councillors, monitors and playleaders. Pupils are well prepared to make a positive contribution to society and the workplace in later years, based on their good personal qualities and academic standards.

Quality of provision

Teaching and learning

Grade: 3

Good relationships throughout school lead to a happy learning environment, where pupils are keen to do well. Teaching assistants are deployed well to provide additional support for individuals or small groups as needed. This support is of good quality. Teachers' subject knowledge is good and assessment information is used well to match tasks to pupils' different ages and abilities.

However, in a minority of lessons, there are a number of weaker features that make teaching inconsistent. Teachers' planning is not always clear enough on what pupils are supposed to be learning and in turn teachers do not make pupils sufficiently aware of the purpose of activities.

The opening teacher-led parts of lessons tend to be too long, not allowing pupils enough time to work as individuals or in groups. Similarly, the closing part of lessons is often not used well enough to assess pupils' learning during the lesson. Marking does not consistently provide enough guidance to help pupils to improve their work.

Curriculum and other activities

Grade: 2

The curriculum provides a good balance between the promotion of pupils' basic skills and creative activities that enhance their enjoyment. For example, provision in art is a real strength, along with physical education and science. The growing use of information and communication technology skills across the curriculum is a positive feature. This significantly increases the motivation and interest of some pupils. The personal, social, health and citizenship education is good and makes an important contribution to pupils' good personal development. The outdoor facilities and provision, not only in the Foundation Stage but more widely, are of excellent quality.

The range and levels of participation in out-of-school activities are excellent and opportunities include art, French, cookery and many sporting activities. There is a good range of visits and visitors which play an important part in opening pupils' eyes to the wider world.

Care, guidance and support

Grade: 3

The quality of care, guidance and support for pupils is satisfactory overall. The views of pupils and parents are sought, valued and acted on. Pupils experiencing any little anxieties or difficulties are very well supported, not only by adults but also by their peers. For example, the 'worry' box allows pupils to report their concerns, and these are acted on by staff. Adults use praise well when pupils show positive attitudes, politeness and consideration. Child protection requirements and health and safety procedures are well established. Pupils feel safe and very well cared for. Support for pupils with learning difficulties and/or disabilities is good. Pupils' progress is reviewed regularly and outside agencies are consulted when appropriate. More widely, academic guidance is satisfactory. There is not yet enough sharing with pupils, or their parents, of information on how pupils are getting on and what they need to do to improve, through good marking or regular targets, for example.

Leadership and management

Grade: 3

Leadership, management and governance are all satisfactory. The long-serving headteacher has effectively managed the additional work associated with the move to a new school and its aftermath. He places a strong emphasis on pupils' care, personal development and well-being. Staff, pupils, parents and governors regard him highly as the source of continuity and stability. The recent creation of a leadership team has been a positive development. The school development plan has been revised to focus on key priorities. Staff at all levels feel valued and encouraged to contribute. Performance management is effective in ensuring that both teaching and support staff contribute to school improvement. The use of data to track pupils' performance has improved considerably and is beginning to impact in classrooms. Nevertheless, further work remains to be done to define how best the headteacher balances leadership, management and

teaching roles. Core subject leaders have begun to look at pupils' work across the school but there is not yet a coherent overview to the school's monitoring work. As a result, the monitoring of lessons is not yet well enough developed and inconsistencies in teaching remain.

Governors provide a good level of support and an adequate level of challenge for the school, based on an accurate grasp of most aspects of its performance. The new chair already makes an effective contribution to school leadership, and work is planned to improve the governing body's part in contributing to the longer-term development of the school.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming me to your school and for being so friendly and helpful. It was very useful to hear how much you like your school. I really enjoyed my visit and want to share with you what I found out. I found that yours is a satisfactory school. That means that there are good things but also some things that need improving.

Here is what I liked most about your school.

- The school cares very well for you, based on treating all of you as individuals.
- You are happy and feel safe in school.
- The work of school councillors, playleaders and monitors makes the school a more pleasant place for everyone.
- Your behaviour both in lessons and outside is excellent and your attendance is good.
- You benefit from a very good range of clubs, trips and visits.
- Your parents and carers are pleased you come to this school.

This is what I have asked your school to do now.

- Make good teaching and learning the common feature of lessons in all classes.
- Give you more information about how well you are learning and what you need to do to improve.
- Through regular observation of lessons make sure your learning and progress improve.

You are a credit to your school. Keep working hard and making the most of your time in school. I wish you every success in the future.