

Michael Syddall Church of England Aided Primary School

Inspection report

Unique Reference Number	121609
Local Authority	North Yorkshire
Inspection number	314054
Inspection dates	3–4 December 2008
Reporting inspector	Robert Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	177
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Robert Knowles
Headteacher	Mr D Stott
Date of previous school inspection	20 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Noels Court Mowbray Road Catterick Village Richmond North Yorkshire

Age group	4–11
Inspection dates	3–4 December 2008
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small primary school serves the village of Catterick. Many of the pupils' families have connections with the armed services. A below average proportion of pupils are entitled to free school meals. An above average enter or leave the school other than at the normal times. Almost all pupils are of White British heritage and the school at present has no pupils at the early stages of learning English as an additional language. Overall, the number of pupils with learning difficulties and/or disabilities and those with a statement of special educational need is lower than average. The school has achieved the Inclusion Quality Mark and the Investors in People award.

The school has independently managed on-site pre-school provision. This provision was inspected separately and will receive a separately written report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. There are good elements to its work. A warm, caring Christian ethos and a positive school atmosphere lead to good personal development and well-being for pupils. Parents and carers appreciate the school's work and their evaluations are positive.

Pupils make satisfactory progress from Year 1 to the end of Year 6. By the end of Year 6, standards are above average in science and broadly average in English and mathematics. Not enough pupils reach the higher levels in mathematics and English, especially in writing. The school has rightly identified improving writing and mathematics as priorities. Writing opportunities are beginning to be extended across the curriculum but there is scope to further raise the profile of writing and mathematics in other subjects.

Pupils really enjoy school and this is reflected in their keen interest in activities. Pupils are very well behaved in lessons and around the school. They adopt healthy lifestyles well and feel safe and secure. There are ample opportunities for pupils to make positive contributions to the school and the wider community, for example, in planning for the future of the school in the Dream 2010 initiative. Many grasp these opportunities with energy and enthusiasm. Pupils' economic well-being is satisfactory.

The quality of teaching and learning is satisfactory. There are examples of outstanding teaching. When teaching is good or better, pupils are challenged well, tasks are varied and learning maintains a brisk pace. However, this good practice is not consistent across the school. Work is not always sufficiently challenging for the higher ability or well matched to pupils' individual needs. There are sometimes too few opportunities for pupils to consolidate their learning at the ends of lessons. The curriculum is good, being enriched by a good range of joint projects with other schools, excellent links with overseas schools and a good range of arts and sporting opportunities.

Care, guidance and support are satisfactory. The school takes very good care of its pupils and it is particularly sensitive to the needs of pupils with parents serving in the armed forces. Due to inconsistencies in marking though, pupils do not always receive detailed guidance on how to improve their work. When asked, pupils are often vague about the steps they need to take to improve. Although all checks had been carried out, at the time of the inspection the school did not have all the administrative procedures in place to fully meet government requirements for safeguarding. By the end of the inspection, actions were being taken to remedy this.

Leadership and management is satisfactory, effectively promoting pupils' personal development. The impact of leadership and management on pupil' achievement and on teaching is satisfactory. Systems have been established to monitor and track pupils' performance and evaluate the quality of teaching. However, the school has an overgenerous view of some aspects of its provision. This leads to a lack of rigour in tackling pockets of underachievement and ensuring consistency in teaching and the marking of pupils' work. Because there are very active links with international schools as well as local schools and with parents and the local community, community cohesion is promoted well. Governance is satisfactory and the school has satisfactory capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the EYFS is good overall. Children start school with knowledge and skills as expected of this age. By the end of Reception, attainment meets or in some cases exceeds expectations of the age group. All children settle well into their new surroundings due to good links with parents and the on-site pre-school provider. Indoors, children find the activities stimulating and interesting, so they make good progress. The outdoor area however is rather small, limiting what can be provided, particularly for physical development. Children's personal development and well-being is good. Excellent relationships promote a sense of security. Children thoroughly enjoy learning, readily join in and follow instructions and routines very well. They all work and play happily together. Teaching and learning are good. Staff show a secure understanding of the needs of the age group and effectively promote children's welfare. The planning systems recently introduced are providing continuity in children's learning. Daily assessments made of children's learning are thorough and detailed although systems of summarising assessment information that is collected have yet to be embedded. Leadership and management are satisfactory. The coordinator is relatively new to the post and is gaining useful information regarding good practice from a range of sources.

What the school should do to improve further

- Improve achievement and raise standards in English and mathematics, particularly at the higher levels.
- Improve the consistency of teaching, including the marking of pupils' work.
- Sharpen monitoring and evaluation systems so that they are more accurate.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which has areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils enter Year 1 with standards that fluctuate from year to year but are generally average. They make satisfactory progress in Key Stage 1 to reach broadly average standards by the end of Year 2. They continue to make satisfactory progress in Key Stage 2, reaching standards that are above average in science and average in mathematics and English by the end of Year 6. Results from the 2007 national examinations and inspection evidence indicates that too few pupils are stretched to reach the higher levels in all subjects in Key Stage 1 and in mathematics at Key Stage 2. School data for the current Years 5 and 6 indicates that standards are broadly average and more pupils are in line to reach the higher levels. Pupils with learning difficulties and/or disabilities make satisfactory progress, although the impact of special courses designed to boost their progress is not evaluated with sufficient rigour to enable them to make faster progress.

Personal development and well-being

Grade: 2

Pupils' social, moral, spiritual and cultural development is good. They have a strong sense of social responsibility and are thoughtful and reflective. They have a good understanding of other cultures and enjoy the school's pronounced sense of community. Behaviour is good in

lessons and around the school. Pupils say how very safe they feel in school, helped by the very visible 'buddies' who they can talk to in addition to adults. Attendance is satisfactory. Pupils enjoy school a great deal and as one parent put it, 'My son is more confident, becoming involved in school council and he is flourishing.' There are plentiful opportunities for pupils to make positive contributions, for example in the Dream 2010 where pupils are able to plan future developments to school life. The importance of exercise and healthy eating in order to stay healthy is well understood and acted upon. The school has plans to develop pupils' financial and enterprise skills along with their numeracy and literacy skills. Currently, their economic well-being is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. There are examples of outstanding teaching in Key Stage 2. Where lessons are good or better, pupils make good progress due to the plentiful opportunities to work in groups, discuss issues and for pupils to assess their own and each other's work. Games, and information and communication technology (ICT) are used well to motivate and interest pupils. Teachers in these lessons use a range of questioning techniques to ensure that all are challenged well. Where lessons are satisfactory, pupils correspondingly make satisfactory progress. In these lessons, teachers sometimes talk for too long and, as a result, pupils' interest wanes. Tasks are sometimes too long and pupils lose focus. Similarly, marking of pupils' work is inconsistent across the school. There are examples of thorough marking using praise and helpful advice on how pupils should improve their work, although often this does not result in improvements. In the majority of lessons, pupils are well behaved and show good attitudes to each other.

Curriculum and other activities

Grade: 2

The curriculum successfully promotes pupils' enjoyment of learning. The support for pupils' personal development and well-being is good, particularly through personal, social and health education and the social and emotional aspects of learning (SEAL) scheme. Good links with other schools and organisations successfully broadens pupils' learning experiences, for example with the Boys into Books scheme. A good range of sports, musical and drama opportunities enhances the curriculum and pupils' enjoyment of it, for example the recent musical production of 'Zoom'. Additionally, pupils enjoy regular visits to places of educational interest and residential visits. The promotion of academic achievement is satisfactory overall. The use of literacy across the curriculum is starting to improve writing but this is at the early stages of development. The school is aware of the need to develop the use of numeracy across the curriculum.

Care, guidance and support

Grade: 3

Administrative procedures for safeguarding pupils' welfare do not fully meet statutory requirements. Although recommended checks are up to date they are not all recorded on one central record. Support for pupils with learning difficulties and/or disabilities is satisfactory. Education plans are written carefully and reviewed regularly. Pupils' progress is assessed systematically but procedures for analysing, evaluating and recording the data the assessment

produces does not summarise the progress they are making clearly enough, making the information difficult to use. Support and guidance for pupils' personal development are good. The school is particularly sensitive to the emotional needs of pupils having parents in the armed forces and works very effectively with outside agencies when necessary. Pupils feel cared for and able to approach staff if they have any concerns. As a result, they are confident and feel safe and secure. Pupils do not always have good knowledge of their targets. This is because the guidance pupils receive through teachers' marking and target setting is variable. On occasions, marking gives good advice for pupils to improve their work but too often it is superficial and does not give them the information they need to improve their work effectively.

Leadership and management

Grade: 3

The headteacher has ensured that the caring Christian ethos of the school has touched all areas of the school. All staff contribute to the development plan, which has identified the right areas for development. Inconsistencies in teaching and the progress pupils make in literacy and numeracy mean that some of these plans are yet to impact positively on improving standards and raising achievement. The quality of self-evaluation is satisfactory, although the school has rated some aspects of its provision too highly. There is, for example, a lack of rigour in tackling underachievement and ensuring consistency in teaching and learning. Governors are a committed and dedicated team who are a frequent presence in the school, acting as critical friends. They give unstinting support in providing a range of valuable expertise, for example in the implementation of a new virtual learning environment (VLE). Leaders and governors monitor standards, although this has yet to result in pupils, particularly the more able, reaching higher standards and making faster progress. Community cohesion is a strength. The headteacher's personal passion for global community cohesion is evident in the energy with which the school has developed links with overseas schools. For example, the development plan has been translated into French to share with a school in Morocco. Strong local community links also exist with churches and other schools catering for the army population. At the time of the inspection not all of the required administrative procedures for safeguarding pupils were in place but immediate action is being taken to remedy the situation.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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?	No
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**

I really enjoyed meeting you on our recent inspection. This letter is to thank you on behalf of the inspection team for making us feel so welcome and to tell you what we found out about your school. Please thank your parents/carers for returning the questionnaires.

Your school provides you with a satisfactory education and in some ways it is good. Your school is warm and welcoming. The teachers know you really well. They take very good care of you and you told us that you feel safe and secure at school. You all behaved very well in lessons and in the playground. We had lots of snow one day and I was very impressed with how sensibly and safely you played in it.

Children in the Foundation Stage make good progress and in other parts of the school pupils make satisfactory progress. You told me about the sports and music activities, which make your school day interesting.

To make your school even better, I have asked Mr. Stott and teachers to do these things.

- Help more of you reach the higher levels in examinations particularly in English and mathematics.
- Make sure that all the teachers teach interesting lessons and that when they mark your work, they give you really good advice on how to improve.
- Keep a closer eye on the progress you make and the quality of teaching so the school improves further.

You can help by being the mature young people you are today and trying really hard in class, while also continuing to have a lot of fun.

It was a privilege to meet you and I wish you all the best for the future.