

Middleton Tyas Church of England Primary School

Inspection report

Unique Reference Number	121509
Local Authority	North Yorkshire
Inspection number	339958
Inspection dates	27–28 April 2010
Reporting inspector	Margaret Shepherd

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	137
Appropriate authority	The governing body
Chair	Mrs Janet Probert
Headteacher	Mrs B Price
Date of previous school inspection	13 March 2007
School address	Kneeton Lane Middleton Tyas Richmond DL10 6SF
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Introduction

This inspection was carried out by two additional inspectors. They observed 10 lessons and two assemblies. All six teachers were observed teaching. Meetings were held with governors, all staff, groups of pupils and a parent. Inspectors observed the school's work, documentation relating to self-evaluation, safeguarding and tracking information. They also analysed 91 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the changes in leadership and management on the effectiveness of the school
- whether strategies to improve the quality of teaching and the curriculum in mathematics and writing have been successful
- the school's provision for community cohesion and its impact on pupils' contributions to the community
- whether there are outstanding features in the Early Years Foundation Stage.

Information about the school

The school serves a large catchment area from two villages, the surrounding rural area and the town of Catterick. It is smaller than usual and has a lower percentage of pupils known to be eligible for free school meals than average. Pupils are predominantly of White British heritage. The proportion of pupils with a statement of special educational needs is higher than usual, although the overall proportion of pupils with special educational needs and/or disabilities is below average. The school has undergone many changes since the previous inspection.

There is a new headteacher and all members of the senior leadership team have changed, some of them taking up their responsibilities this academic year. The great majority of the governors have changed. The number of staff has also been reduced. The school holds the Healthy Schools Award, Activemark and Financial Management Standards in Schools Award.

An independent company provides before- and after-school care. This is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has some outstanding features. The headteacher's leadership and management are excellent. She is skilful in embedding ambition and driving improvement. The new senior leaders have made a very effective start and all staff are keen to play their part in improving provision. Governors make a highly significant contribution to the work of the school. Self-evaluation processes are thorough. All these features have resulted in good improvement since the previous inspection and demonstrate that the school has a good capacity to succeed in future.

Children make an outstanding start in Reception due to the excellent provision. Outdoor learning is particularly effective and provides a stimulating, well-balanced and imaginative basis for children's learning. The transition arrangements to Year 1 are excellent, with this age group also taking advantage of the outdoor provision. Pupils make good progress as they move through the school and by the time they leave the school, standards are significantly higher than average. The school has introduced a creative curriculum, which is working well, particularly in providing a purpose for pupils' writing. Attainment in writing has been a weakness, but is now improving and getting closer to the high attainment in reading.

The quality of teaching has improved and is good. Teachers work closely with their classroom assistants and this supports the pupils with special educational needs and/or disabilities effectively, resulting in their good progress. Teachers use whole-class sessions well at the beginning of lessons, but learning is not as effective at the end of lessons. Although the pace of teaching matches pupils' learning needs for the majority of the time, there are occasions when it is too slow and some pupils lose concentration as a result.

Pupils have an excellent understanding of how to keep healthy. Safeguarding procedures are good and pupils feel safe. Their behaviour is always good. They cooperate well with each other and are courteous to adults. The school is aware that opportunities for developing community cohesion are not of the same quality as the rest of its provision and that this results in pupils' contributions to the community being less strong than other aspects of their personal development. The school provides good care, support and guidance and pupils have a good understanding of their individual targets.

What does the school need to do to improve further?

- Extend pupils' contributions to the community and promote community cohesion more effectively, by:

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- carrying out and analysing an audit of current provision to identify strengths and weaknesses
- from this analysis providing a well-balanced programme of work for pupils to develop their skills and understanding systematically as they move through the school
- providing opportunities for pupils to take the initiative in promoting community cohesion
- extending the school's partnerships in the locality, nationally and globally.
- Further improve the quality of teaching, by:
 - making whole-class sessions at the end of lessons more stimulating and challenging
 - providing a pace in lessons that consistently matches pupils' different learning needs and sustains the level of challenge.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy their learning and appreciate the practical opportunities for developing their skills. They do their best to complete tasks, whether they are cooperating together to create a freeze-frame from a dramatic situation or producing imaginative extended sentences in a literacy challenge. The rate of progress in lessons has increased this year due to improvements in the quality of teaching and in the curriculum. Pupils have very positive attitudes towards reading, particularly in Key Stage 2, and enjoy the different activities in their daily guided reading sessions. Attainment in mathematics has been lower than in English, but the strategies to raise attainment have been successful and a much higher proportion of pupils in Year 6 are on track to reach the higher Level 5.

Pupils are very enthusiastic to learn about keeping healthy. They appreciate the weekly fun-run and the better facilities for their regular swimming sessions. They have a clear understanding about keeping safe and talk about the good influence of the pupils who are safety officers in reminding them about safety procedures. Pupils' spiritual, moral and social development is good, although their cultural development is no better than satisfactory. Attendance is above the national average but below that for similar schools. The school council works well and pupils contribute positively to their school community. They are not as confident in understanding the issues facing their local area or the wider world. Pupils are prepared well for their future lives, particularly in developing their basic skills. They use the school's virtual learning environment confidently, especially for doing their homework or suggesting the content for future topics.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers are beginning to use the creative curriculum confidently to provide exciting opportunities for learning. For example, a teacher set different drama activities based on a local legend and which revolved around a pupil dressed in a genuine drummer-boy's costume. This stimulated pupils to produce some high-quality narrative writing. Teachers manage pupils' behaviour well. They plan carefully for pupils' different learning needs. There are thorough assessment systems in place that teachers use well. Pupils appreciate the new systems of self-assessment in mathematics. The curriculum for personal development is thorough and carefully linked across to assemblies. The school provides a rich range of learning opportunities outside of lessons with the residential trips benefiting a wide range of pupils. The links with the secondary school to extend the curriculum for gifted and talented pupils is appreciated by these pupils and provides additional challenge for their learning. The whole-school team works well together to care, support and guide pupils. Communication systems between staff are very effective and this ensures that staff are well informed about individual needs, particularly those of pupils whose circumstances make them vulnerable. There are good links with parents and carers for reporting on their children's progress and sharing in the target-setting process, particularly for pupils with special educational needs and/or disabilities.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The experienced headteacher implements change extremely effectively. Staff appreciate particularly the current systems for performance management and the headteacher's guidance in supporting their professional development. All staff are now fully committed to improving the quality of the school's provision. There are now clear and detailed policies and procedures for safeguarding which meet requirements very effectively. It is a high priority for staff and pupils to follow procedures rigorously. The governing body has been pivotal in improving the effectiveness of the school, particularly in tackling the deficit budget and in handling redundancy processes. Leaders have a clear commitment to providing equal opportunities. They evaluate provision carefully and initiate changes, such as in staffing, in order to support different individual pupils' or groups' particular needs more effectively. Leaders value the partnership with parents and carers greatly and work well to keep them informed. Members of the new senior leadership team have made a very effective start in carrying out their responsibilities and are fully committed to driving further improvements. Key priorities have been to increase pupils' progress, improve the quality of teaching and the curriculum and balance the budget. These priorities have been addressed successfully. Leaders are aware that the promotion of community cohesion is not as good as other provision and are keen to tackle this aspect of the school's work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

The leader of the Early Years Foundation Stage has a very clear educational vision for this age group and organises provision extremely well. The outdoor learning area is an exciting and vibrant place to be and children are extremely confident in choosing an activity and pursuing specific tasks. This provision is supported extremely well by skilled and well-focused questioning by the teacher and key staff. Children enter Reception at broadly the expected level but with a very wide spread of ability. Staff assess children's progress very thoroughly and ensure that the next steps in their learning are based carefully on different children's needs. By the time children leave the Reception Year, the great majority have reached the expected level and a significant group of children are well above this level, particularly in communication skills. Progress in numeracy, personal development, knowledge of the world and physical development is outstanding. Staff are extremely well organised and ensure that individual children receive the care and support they need to allow them to enjoy their learning thoroughly in this age group. Staff work hard to create strong partnerships with parents and carers. For example, children's profiles include contributions from home. Parents and carers appreciate the communication links with the school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A significant number of parents and carers commented positively on improvements at the school that have occurred over the past year. Many commented on how effective the headteacher is in leading the school. Many of the comments identified how pleased parents and carers are with their children's progress and how they enjoy coming to school. A typical comment was, 'Middleton Tyas is a wonderful little school in all areas, there is never a day when my children do not want to go, they love it.' Inspectors concur with parents' and carers' positive views.

There were no significant concerns raised. A very small minority of parents and carers identified worries about behaviour, the provision of homework, communication from the school, the setting of targets, car parking and the work of teaching assistants. The inspectors judge that behaviour is good. Communications with parents and carers are efficient, particularly through the virtual learning environment, which also supplements

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the good homework systems effectively. Target setting is judged as good. The school is currently addressing car parking issues. The inspection judges that the teaching assistant arrangements are very effective, as is the quality of support they provide.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Middleton Tyas Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 91 completed questionnaires by the end of the on-site inspection. In total, there are 137 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	59	34	37	3	3	0	0
The school keeps my child safe	42	46	47	52	2	2	0	0
The school informs me about my child's progress	29	32	49	54	8	9	0	0
My child is making enough progress at this school	33	36	41	45	15	16	2	2
The teaching is good at this school	38	42	43	47	7	8	2	2
The school helps me to support my child's learning	37	41	43	47	11	12	0	0
The school helps my child to have a healthy lifestyle	40	44	45	49	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	37	49	54	2	2	1	1
The school meets my child's particular needs	41	45	38	42	9	10	1	1
The school deals effectively with unacceptable behaviour	37	41	41	45	9	10	1	1
The school takes account of my suggestions and concerns	39	43	41	45	5	5	1	1
The school is led and managed effectively	48	53	38	42	2	2	0	0
Overall, I am happy with my child's experience at this school	48	53	34	37	5	5	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Pupils

Inspection of Middleton Tyas Church of England Primary School, Richmond, DL10 6SF

The inspector and I would like to thank you very much for giving us such a warm welcome when we came to your school. We were delighted to talk to you and thoroughly enjoyed listening to your views. You helped us to understand what you think about your school.

We think that you go to a good school. Your headteacher and governors are working extremely well to make your school into a better place for learning. Your Reception class is excellent, particularly the outdoor learning area. You make good progress as you move through the school and your writing and mathematics standards are now getting better. Your progress in reading is very good and we agree with you that the guided reading sessions work very well. The introduction of the creative curriculum is making your work much more interesting and is helping you to write more effectively. Your teachers work well with your teaching assistants. We have asked them to make the end of your lessons more challenging and to make sure that you concentrate throughout your lessons. You can do your best to work even harder right from the beginning to the very end of lessons. You have an excellent understanding about keeping healthy. You told us how good your safety officers are and we agree with you. Your behaviour is good. You settle down to lessons well, move about the school sensibly, cooperate well with each other and are polite to adults.

We have asked your school to provide more opportunities for you to contribute to the community. You do this well in school, but it is not as good in the locality, nationally or in the wider world. You can play your part by taking the initiative to promote activities to improve your school and the wider community. We wish you every success in your future lives.

Yours sincerely

Mrs Margaret Shepherd

Lead inspector

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