

Middleton-On-the-Wolds Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	117983
Local Authority	East Riding of Yorkshire
Inspection number	358234
Inspection dates	13–14 September 2010
Reporting inspector	Linda Murphy

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	77
Appropriate authority	The governing body
Chair	Mr Simon Fry
Headteacher	Mrs C Bennison
Date of previous school inspection	16 April 2008
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Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed and four teachers seen; meetings were held with groups of pupils, governors and staff and a telephone discussion was held with the School Improvement Partner. The inspectors observed the school's work, and looked at a range of documents, including the school's data records, policies, the school development plan, minutes of the governing body's meetings, and the notes of the School Improvement Partner's visits. They analysed 33 questionnaires completed by parents and carers and took account of 12 questionnaires returned from staff and 45 from pupils.

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

- The success of the school in raising pupils' attainment in mathematics.
- The impact of the school's work on the progress of pupils with special educational needs and/or disabilities.
- The consistency of pupils' progress across the school.
- How well the school has developed community cohesion.

Information about the school

This is a smaller-than-average school. It is federated with another local school. Most pupils are White British. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is below average. An above-average number of pupils join and leave the school throughout the school year. Awards attained include the Healthy Schools Award, the Activemark and the Financial Management in Schools Standard. The school is currently undergoing major building works to extend the building. A private pre-school provider occupies a building on the site and is subject to a separate inspection.

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good and improving school. It has some outstanding features, which include:

- pupils' exemplary behaviour
- the way in which the school works in partnership with others and in particular within the federation to aid pupils' learning
- the excellent start to education in the Early Years Foundation Stage
- pupils' huge contribution to the school and local community.

Pupils adopt healthy lifestyles and say they feel safe in school. These good attributes help their learning and are underpinned by the good care and guidance the school provides to all its pupils. Pupils' understanding of communities farther afield is less well developed. Attendance is satisfactory and the school works very well with other local schools to gain consistency in approaches to dealing with absenteeism, including the taking of holidays during term time.

Pupils' achievement is good. Attainment at the end of Year 6 is broadly average and going from strength to strength despite pupils leaving and joining the school mid-way through their primary education. In English pupils' attainment is above average and represents excellent progress from their starting points. This is because the school has focused very successfully on improving the teaching and learning of the subject. In mathematics, where attainment is average, pupils are better at calculation than in applying their learning to solve problems. Also, pupils are not always sufficiently clear about their learning targets in mathematics and the quality of marking is much better in English than in mathematics.

Good teaching and learning is underpinned by an exciting curriculum which is very effective in engaging pupils' interests and thirst for knowledge.

The school has a secure overview of its strengths and areas for development and the governing body plays an active role in monitoring developments. The school has made good progress since the last inspection. Pupils' attainment in writing has improved well and pupils are set challenges that meet their needs, so they rapidly develop their skills, knowledge and understanding. Since the last inspection, improved rigour in analysis and tracking of pupils' progress has helped staff pinpoint priorities for development that lead to more swift progress. A proven track record of raising attainment shows that the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Raise pupils' attainment in mathematics by:

- enhancing teachers' subject knowledge
- ensuring that the quality of marking matches the good marking in literacy
- providing plentiful opportunities for pupils to apply their growing knowledge of calculation to solving mathematical problems
- making sure that pupils understand and attain their targets in mathematics.
- Develop pupils' understanding of community cohesion by:
 - implementing plans to broaden pupils' understanding of the diversity of British society and beyond.

Outcomes for individuals and groups of pupils

2

Pupils enjoy learning enormously and are keen to work with others. They take pride in their accomplishments and present their work very neatly. Pupils' first-rate behaviour means no time is wasted in lessons; they flourish in the friendly and purposeful environment and achieve well.

In 2009 attainment was average in English and below average in mathematics. It has increased well in both subjects and evidence indicates that it is set to continue to improve. For example, the school analysed data and found pupils' understanding of letter sounds, punctuation and spelling required improvement. It set pupils in groups by ability from Year 1 through to Year 6. This has been so successful in accelerating pupils' acquisition of technical skills in writing that in Years 5 and 6 pupils no longer require extra help. Attainment in mathematics has yet to match that in English. Pupils with special educational needs and/or disabilities make good and at times outstanding progress because of the way their individual requirements are met. Pupils with extra gifts and talents receive extra teaching at the local secondary school which aids development well.

Pupils find much satisfaction and joy in learning and appreciate the natural world, for example speaking freely and with imagination in assembly about the night sky. Pupils have an excellent understanding of right and wrong and are always busy in school with extra responsibilities which contribute to their community immensely; for example, pupils organise their own clubs based on particular interests such as paper aeroplanes or shells. They say they always have lots of adults in school to turn to. Pupils' spiritual, moral and social development is good; however, their cultural development is no better than satisfactory. Attendance is satisfactory but no better because of holidays taken in school time.

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.

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The good quality of teaching is based on excellent relationships, tasks that are fun, and a broad selection of good resources to help develop pupils' memory. Staff have high expectations of what pupils should attain and use assessment very well during lessons so that no one is left behind. Such assessment informs future lesson planning so that pupils gain a solid basic background of skills. Subject knowledge of teachers is stronger in literacy than in mathematics. In a very small minority of lessons where teaching is satisfactory rather than good the pace slows. Teaching assistants are not always deployed satisfactorily.

Pupils receive a lively, interesting and stimulating education and, as a result, they achieve well and make good progress in their learning. The very successful curriculum in the Reception class is extended to Key Stage 1. Basic skills are taught separately and then pupils are given lots of opportunities to apply their learning through a cross-curricular approach based on themes of study. A parent summed up the approach by saying that their child, 'Comes home buzzing with super projects – staff listen to children's ideas.' Special 'aspiring to our vision' days create an extra array of learning opportunities that pupils take great delight in. The school is in the process of tailoring the way in which skills are taught through the thematic approach to pupils' needs.

The very effective care the school provides means that each pupil is known very well individually. Additional provision for more-able and talented pupils successfully pushes their learning on. At the same time much individual and small-group teaching helps those with special educational needs and/or disabilities. Pupils who join the school mid-year are quickly helped to settle, make friends and engage in learning. A breakfast

club helpfully provides those attending with a healthy and happy start to the school day.

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
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 school lives up to its clear vision to establish an ethos where everybody cares, shows respect, shares, takes responsibility and learns, and stakeholders work together well to achieve this. The school is ambitious and innovative in its approach. For example, the school's close collaboration with its partner school provides a great boost to the quality of teaching through joint staff training, specialist teaching and through learning from each other. Teaching is well monitored: teachers are held to account for the progress pupils make. The tracking system is simple and easy to use and provides very valuable information to ensure that all pupils have a good match of work to their needs and make good progress. Teamwork is the key to the good leadership and management. High expectations and easy to use systems which are understood well ensure a good and improving degree of consistency in the quality of teaching and learning. The school benefits greatly from extended partnerships all of which provide extra resources and support for pupils. Safeguarding practices meet current government requirements. The role of the governing body is clearly defined. Its members know the school well and strike a good balance between support and advice. Although the promotion of community cohesion locally is outstanding, the school's audit has shown the need to develop aspects beyond its immediate locality. A good partnership with parents and carers helps them to support their children's learning well, for example through homework and workshops. The outcomes for all pupils are at least good. The school provides equal opportunities for all and does not tolerate harassment of any kind.

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	2
The effectiveness of the school's engagement with parents and carers	2

The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children arrive promptly and eager to learn. They join the Reception class with skills mostly at levels below those typically expected and with some limitations to speech, communication and social skills. They make fast progress so that by the time they enter Year 1 most are already working in the early stages of the National Curriculum. This advanced learning for their ages sets them up well for later success. This very rapid progress has occurred since the last inspection so older pupils in school have not benefited from the greatly improved provision.

Children grow into talkative and confident individuals. They are quite self-assured for their years and work very well with others. Staff focus on developing children's speaking and listening – an excellent starting point for other learning which is built around it. Often children's personal interests are included into the curriculum and, as a result, they become engrossed in all that is on offer.

Children grow greatly in independence and in their understanding of how to help others and how to accept help when they need it. They become increasingly self-reliant in their work and play but are always pleased to share their thoughts and triumphs with others. They take great pride in the accomplishments.

Outstanding leadership encourages reflective practice and ensures that children's care is first rate.

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

Parents and carers are positive in their views and express no significant concerns. The

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

particularly appreciate their children's enjoyment in school, the way in which the school keeps them safe and deals with any unacceptable behaviour. The inspection team largely agrees with these positive views. The inspection team found no evidence to endorse the view of a very small minority who have reservations that the school does not take account of their suggestions or concerns, are not happy with their children's overall experience of school and state that their children are insufficiently prepared for the future.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Middleton-On-the-Wolds Church of England Voluntary Controlled 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 inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 77 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	61	12	36	1	3	0	0
The school keeps my child safe	22	67	10	30	0	0	0	0
The school informs me about my child's progress	17	52	12	36	3	9	0	0
My child is making enough progress at this school	18	55	11	33	1	3	2	6
The teaching is good at this school	19	58	11	33	2	6	0	0
The school helps me to support my child's learning	15	45	15	45	0	0	2	6
The school helps my child to have a healthy lifestyle	19	58	11	33	1	3	1	3
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)	18	55	12	36	1	3	0	0
The school meets my child's particular needs	18	55	11	33	1	3	1	3
The school deals effectively with unacceptable behaviour	16	48	15	45	1	3	0	0
The school takes account of my suggestions and concerns	15	45	13	39	2	6	1	3
The school is led and managed effectively	17	52	12	36	0	0	1	3
Overall, I am happy with my child's experience at this school	19	58	11	33	1	3	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



15 September 2010

Dear Pupils

Inspection of Middleton-on-the-Wolds Church of England Voluntary Controlled Primary School, Driffield, YO25 9UQ

I would like to thank you for the warm welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you about your school. You are proud of your school and we agree you have lots to be pleased with.

This is because you attend a good school which is outstanding in the way it works in partnership with others to help you learn, and the younger children get off to an excellent start in the Reception class. Your behaviour is also outstanding. You make a huge contribution to your school, which is like a big happy family, and to the local community. Well done!

The school's leaders are always looking for ways to make things even better and I have asked them to help you do as well in mathematics as you do in English. I have also asked them to help you understand the world better by finding out about how people live in other parts of the United Kingdom and abroad.

I wish you well for the future. You can help by continuing to do well in English and trying especially hard in mathematics.

Yours sincerely

Linda Murphy

Lead inspector

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