

# Middleton Tyas Church of England Primary School

Kneeton Lane, Middleton Tyas, Richmond, DL10 6SF

**Inspection dates** 16–17 July 2014

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good        | 2        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Good        | 2        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is good school

- From typically low but widely varying starting points, pupils achieve well over time to reach standards that are above average by the time they leave at the end of Year 6.
- Good and sometimes outstanding teaching means that the majority of pupils of all abilities and groups make at least good, and in some cases currently, outstanding progress.
- Pupils' skills in reading are significantly above national expectations due to high-quality teaching and the support they receive in this area.
- Behaviour is good and makes a significant contribution to pupils' learning and personal development. Pupils say they feel safe in school.
- Pupils show their wholehearted support for the school through their above-average attendance.
- The senior leadership team and the talented governing body are successfully leading the school through a period of change. Staff are very supportive of this and all are contributing well to improving teaching and pupils' achievement.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to help pupils to make excellent progress. Over time, pupils' achievement has been uneven.
- Senior leaders do not always check on the ongoing progress of groups of pupils often enough to identify fully any underachievement and ensure that timely action is taken to support pupils' learning.

## Information about this inspection

- Inspectors observed teaching and learning in 16 lessons and in a range of shorter visits. Two observations were conducted with the headteacher.
- Inspectors completed a scrutiny of pupils' work.
- Inspectors spoke to groups of pupils and to parents who picked up their children from school in the afternoon. They took account of 48 responses from parents to the online questionnaire (Parent View) in planning the inspection, as well as two letters sent in by parents and 16 questionnaires from staff.
- Meetings were held with representatives of the governing body, staff and the local authority.
- Inspectors looked at a wide range of school documentation, including records of pupils' performance, evaluations of the quality of teaching over time and short- and long-term plans for improvement. Safeguarding procedures were also scrutinised.
- Inspectors listened to two groups of pupils read and checked the school's information about progress in reading.

## Inspection team

|                                    |                      |
|------------------------------------|----------------------|
| Nigel Cromey-Hawke, Lead inspector | Additional Inspector |
| Sue Smith                          | Additional Inspector |

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- The proportion of girls is below average.
- Almost all pupils are White British, with a very small number from minority ethnic backgrounds. A few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- A significant proportion of pupils in the school are from service families.
- The proportion of pupils supported through school action is well-below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The number of pupils joining and leaving the school at times other than usual is well-above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- There is an on-site before- and after-school club which is subject to a separate inspection. The report for this provision may be viewed at [www.ofsted.gov.uk](http://www.ofsted.gov.uk).
- There have been considerable changes in staffing over the last two years. The school is currently led by an executive headteacher and is entering into a federation with another primary school in September of 2014, with an executive headteacher and a joint governing body.

### What does the school need to do to improve further?

- Improve teaching and learning to outstanding and so further raise achievement, by;
  - ensuring that tasks are sufficiently challenging for all pupils so that pupils can always do their best
  - checking pupils' understanding and progress regularly, so that tasks can be quickly adapted to meet the learning needs of pupils
  - ensuring that the good practice in marking and feedback on learning seen in many cases is extended across all classes and subjects in the school.
- Improve leadership and management by simplifying the procedures for analysing the information on pupils' progress, so that leaders and managers at all levels can more effectively check on and support the ongoing progress of groups of pupils.

## Inspection judgements

### The achievement of pupils is good

- The skills of most children who start in the Early Years Foundation Stage are below those typical of children of their age, although their skills do vary considerably year-on-year. Children make good progress throughout the setting, with often outstanding progress in literacy and numeracy, which prepares them very well for the next stage in their learning. Parents are extensively involved in supporting their children's learning and one stated to an inspector that they are 'very happy with the considerable progress (their child) has made, especially in reading'.
- This good progress continues throughout Key Stages 1 and 2. Attainment over time at the end of both Years 2 and 6 is above average. Within this, it is highly variable with, for example, attainment at Key Stage 1 in 2012 and at Key Stage 2 last year, falling to below national averages. This reflects the impact of changes in staffing at the school and some weaker teaching. Also, there was a considerable impact upon the school's national testing figures because of the rapidly increasing number of new pupils joining the school part way through a year or key stage, many of whom joined with standards of attainment that were lower than that normally seen at Middleton Tyas.
- Inspection evidence and the school's information on pupils' performance show that attainment across the school is improving at a faster rate than that seen nationally. The vast majority of the pupils in the school currently are on track to meet the challenging targets that senior leaders have set. This is especially the case within English.
- The achievement of the more able pupils has been a major focus recently, and links with the local high school in particular have been used well to provide further challenges to their learning. Attainment for current Year 6 pupils in both English and mathematics is well-above average and the highest levels of national testing have been gained by some pupils within mathematics this year.
- The teaching of reading is a strength of the school. A restructuring of the letters and sounds programme over the last two years has improved the consistency and quality of provision. It has resulted in outstanding progress being made by many pupils in this area of their learning. For example, in Year 5, where highly focused and very effective support from teaching assistants helps pupils to deepen their understanding of what they are reading. As a result attainment in reading at Year 2 is above average and by Year 6, well-above average.
- Accelerated rates of progress can also be seen in writing and mathematics in many classes and groups of pupils. Opportunities for developing mental arithmetic skills have been increased, as well as a sharp focus on the correct use of grammar, which both push pupils to achieve at a good level.
- The progress of girls last year was identified by senior leaders as less than that of boys. A review of provision and the resulting new approaches to improving girls' progress have already begun to rapidly close this gap.
- Both pupil premium groups and children from service families achieve well. Last year pupils known to be eligible for free school meals and looked after children attained broadly in line with others in the school, although both groups were below national averages. Any gaps in attainment have narrowed this year, with the pupil premium group set to match the above-average attainment at Year 6 of other pupils in the school.
- The provision for pupils with special educational needs, many of which have high levels of need, has been significantly enhanced over the last two years, helped by close working with partner schools. These pupils make at least good progress, with many making accelerated progress because of the excellent care and support they receive.
- The progress of pupils who join the school partway through a year or key stage is, given the time they have spent within the school, at least good. The school can also evidence cases where it has rapidly recovered missed learning by some pupils and significantly accelerated this to recover lost ground. This demonstrates the school's high level of commitment to equal opportunities.

- Pupils from minority ethnic backgrounds and those who speak English as an additional language also achieve well, in line with other groups in the school.

### **The quality of teaching is good**

- Pupils do well because teaching is good.
- Teaching in the Early Years Foundation Stage is good overall, with the teaching of reading often outstanding. Children benefit especially from the frequent and skilled assessment of their learning by staff that ensures children are repeatedly challenged to extend their learning. Communication with families over children's progress and interests is especially well developed so that children's learning needs are constantly reviewed and action taken to meet them.
- Good teaching is evident across both Key Stages 1 and 2. It brings about good and often accelerated learning in both English and mathematics because it captures pupils' interests well and often makes learning fun. This is especially the case with reading, but increasingly too with writing, which has been a major focus of attention this year. This has improved pupils' skills considerably and enabled pupils to better understand and communicate their learning across all subject areas. During a Year 1 English activity, for example, outstanding learning was evident when pupils discussed descriptive language for dragons. Word structures were then sounded out by the pupils to get the correct spelling and technical aspects, such as rhyme, identified.
- Information on pupils' prior learning is also used to good effect to target pupils' needs. This is often used by skilled teaching assistants to provide additional learning support, which makes a significant difference to the learning of many pupils, especially those coming in to the school part way through a year.
- Typically, pupils are told why they are doing an activity and what they are going to learn. The work set is normally hard enough to challenge and stretch pupils. Pupils' progress is then closely checked and activities adapted to suit pupils' changing learning needs. In some cases, however, this level of challenge, checking and flexibility of approach are not evident, with the result that pupils' progress slows.
- Pupils' targets for improvement are evident during most activities. These are regularly reviewed, adapted and communicated with parents. In many cases, especially within upper Key Stage 2 and within English and mathematics, high-quality marking and feedback enables pupils to successfully move forward in their learning. Where this does not happen, particularly within broader-based topic activities, pupils are not always told how to improve their work. As a result marking does not always help to drive improvements in pupils' learning.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Their conduct and manners towards each other, adults and visitors are always at least good. As a result the school is a warm, harmonious community in which learning is valued and pupils' spiritual, moral, social and cultural development is very well promoted.
- Pupils take up the many opportunities made available to them to take responsibilities, such as in the junior leadership team, acting as buddies and helpers to ensure that the school runs smoothly.
- The school's work to keep pupils safe and secure is good. Pupils feel safe at school and when out and about in the community. They understand what constitutes unsafe circumstances and are aware of how to keep themselves and others safe in different situations, including in relation to e-safety. The vast majority of parents who responded to the online questionnaire Parent View, and through recent school surveys, agree that pupils are cared for well.
- Consistent behaviour management and application of the behaviour policy have made a strong contribution to most pupils' positive attitudes to learning. There is still some low-level off-task behaviour when pupils are not inspired but the school manages this well.

- Pupils show their support for the school by their extensive involvement in the many out-of-school activities provided by the school itself. Pupils' attendance has varied year-on-year but is overall above average and there have been no exclusions for some years.
- A small minority of parents who responded through Parent View expressed concern over how effectively bullying is dealt with in school. This was balanced by a very positive response to this question in the large return from a recent school survey of parents. Inspection evidence and discussion with pupils found that the level of bullying is low, that pupils have a good understanding of it and know who to go to if they encounter any such incidents.

## **The leadership and management** are good

- The school is improving rapidly under the strong leadership of the executive headteacher after a dip in its performance last year. The headteacher is very ably supported by the senior management team and governing body. Staffing has been renewed and responsibilities reshaped to better meet the needs of pupils and drive up their achievement. Staff morale and support is very high and shown unanimously through the inspection survey, as the impact of these changes becomes evident. Local authority support is light touch, reflecting the school's good capacity for sustained improvement.
- Senior and middle leaders, often accompanied by members of the governing body, check the quality of teaching regularly and accurately. Subject leaders have well-developed expertise and a good understanding of their areas of responsibility. There are good plans in place at both subject and whole-school level for bringing about improvement.
- The school has introduced a detailed system for frequently assessing and tracking the learning of pupils over time. This is well used by teachers to shape their teaching but its complexity means that at a whole-school level, it is cumbersome. As a result, checking on the ongoing progress of groups of pupils is sometimes not as timely as it should be. Some pupils' changing learning needs are thus not always met as rapidly as they could be and their progress slows because of this.
- The school has a very strong commitment to the professional development of its staff and how this supports pupils' achievement. The school's partnership with other local schools is used to especially good effect here, benefiting from shared expertise. The school contributes to wider school improvement, especially in Early Years Foundation Stage development across the local authority.
- Additional funding for both pupil premium groups and to support primary school sport is used well. The former results in extended staff training and additional teaching assistant support that has closed the gap in achievement of this group compared to others, and raised the attainment of this group to above average by Year 6. Sport funding has enabled partnership working with the local high school to further enhance staff skills and provide extended opportunities for sports such as tennis and gymnastics that would otherwise not be possible. The impact of this work is already evident in improved participation rates in sport and in health promotion events.
- The curriculum is under revision to meet new national requirements but is already having a significant additional impact, for example, on girls' achievement. Relevant learning skills have been identified for most subjects and are being used to check how well pupils are learning. An extensive programme of visits and visitors is linked to each subject, and the school site and local area are used extensively to support pupils' experiences. As such, the curriculum supports pupils' spiritual, moral, social and cultural development well.
- **The governance of the school:**
  - The governing body has a very good understanding of the strengths and areas for development in the school. It provides excellent support and challenge over attainment, achievement, teaching and pupil welfare, taking part in many visits into school, observations of lessons and scrutiny of the school's work.
  - Governors keep a close eye upon finance. They receive clear information about how the pupil premium and school sport funding are allocated and are very knowledgeable about their

impact.

- Governors have supported very well the changes in staffing over recent years, the school's partnership working and its forthcoming federation with another primary school and creation of an executive governing body. Arrangements to check the performance of staff and link this meaningfully to salary progression are robustly followed. They also ensure that safeguarding requirements are met.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique reference number</b> | 121509          |
| <b>Local authority</b>         | North Yorkshire |
| <b>Inspection number</b>       | 444022          |

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

|  |                                    |
|--|------------------------------------|
| <b>Type of school</b>                      | Primary                            |
| <b>School category</b>                     | Voluntary controlled               |
| <b>Age range of pupils</b>                 | 5–11                               |
| <b>Gender of pupils</b>                    | Mixed                              |
| <b>Number of pupils on the school roll</b> | 158                                |
| <b>Appropriate authority</b>               | The governing body                 |
| <b>Chair</b>                               | Janet Probert                      |
| <b>Headteacher</b>                         | Beverley Maxine Price              |
| <b>Date of previous school inspection</b>  | 27 April 2010                      |
| <b>Telephone number</b>                    | 01325 377285                       |
| <b>Fax number</b>                          | 01325 377339                       |
| <b>Email address</b>                       | admin@middletontyas.n-yorks.sch.uk |

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