

Inspection of a good school: Michael Syddall Church of England Aided Primary School

Noels Court, Mowbray Road, Catterick Village, Richmond, North Yorkshire DL10 7LB

Inspection dates:

24 and 25 October 2023

Outcome

Michael Syddall Church of England Aided Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to be part of this school. They are polite and courteous. Pupils are eager to share their learning and all the different activities the school offers them. Pupils attend regularly. They show positive behaviour across the school day. Pupils celebrate their achievements both in learning and in other aspects of school life, such as sport.

The school has high ambitions for pupils. Pupils rise to these expectations. Pupils show attitudes and behaviour linked to the school values of self-belief, honesty, teamwork, passion, determination and respect. A rich offer outside of the classroom allows pupils to develop as leaders, explore different sports and look after each other's well-being. Clubs, such as science, engineering and 'Syddall's Soldiers', let pupils explore their own interests. Parents value the wide range of opportunities the school puts in place for pupils.

Pupils feel safe in school. They know key adults who can help them if they have a worry or problem. Behaviour in lessons and around school is positive. Adults are quick to help if pupils need support.

What does the school do well and what does it need to do better?

Leaders, staff and stakeholders, such as governors, want all pupils to do well. There is a carefully planned curriculum to achieve this. The curriculum makes clear what pupils need to know and remember over time. Regular checks on learning help leaders know how pupils are progressing. Pupils know how they are progressing in their learning. They are proud to share their success.

Children make a prompt start to reading in Reception Year. Leaders make sure phonics teaching is consistent. Pupils enjoy using the sounds they know to read. Pupils at the early stages of reading have books that help them to become fluent readers. Leaders

review the progress pupils are making with reading regularly. Staff make sure pupils who need help to catch up with phonics get prompt support, including pupils with special educational needs and/or disabilities (SEND). Pupils enjoy a wide range of books as part of the English curriculum. Pupils talk passionately about class novels.

Pupils enjoy mathematics. The school ensures that the curriculum is clearly planned and sequenced so pupils progress well. In lessons, pupils practise arithmetic and revisit previous learning daily. They also get the chance to explain their mathematical understanding regularly. Pupils talk enthusiastically about their mathematical knowledge. Pupils know how their previous learning is helping them with new ideas. Children in early years learn about pattern and number so they are ready for mathematics in key stage 1.

In other subjects, like history, the key knowledge and skills pupils will learn are planned out. Pupils show their understanding of what they are currently learning. Older pupils are beginning to make links between the different ancient civilisations they have studied, like the Mayans and the Greeks. Sometimes, however, in some subjects, the learning activities chosen are not well matched to the aims of the curriculum. The key knowledge pupils need to remember is not clear. This sometimes hinders pupils' progress.

Leaders make sure that pupils with SEND have the right support in the classroom and can fulfil their potential. Leaders make prompt referrals to additional professionals. Leaders use a range of ways and resources to meet pupils' needs. This helps pupils with SEND access the same curriculum as their peers.

Pupils enjoy coming to school. Pupils benefit from orderly classrooms. Pupils focus on their learning. Rules, consequences and rewards are clear. Pupils rightly focus on the range of ways they are rewarded for their hard work and positive attitudes. Staff know and understand pupils well. Pupils appreciate this. The school monitors the well-being of pupils. Pupils receive bespoke support if needed. Pupils know how to stay healthy and how to keep themselves safe. Pupils enjoy a range of school visits. Pupils lead on a range of initiatives, including drumming classes that promote physical activity and pupil parliament. They recognise and understand fundamental British Values.

Stakeholders understand the school well. They work alongside leaders to make sure the school curriculum matches their expectations. Staff, including those at the early stages of their careers, are positive about working in the school. Leaders carefully consider workload. Staff work in teams to support this and are given dedicated time to fulfil responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and stakeholders know how to keep pupils safe. Leaders ensure that staff and governors have up-to-date training on safeguarding. Staff and governors understand their responsibilities around keeping pupils safe. Policies on safeguarding are clear. Leaders use the correct procedures when appointing new staff.

Adults report incidents relating to safeguarding in the correct way. However, school records do not consistently reflect the actions taken to keep pupils safe. This means that the actions taken and when these happened are not always clear. The school recognises the need to improve this further. The school is reviewing processes to improve their practice of record-keeping.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Record-keeping for some incidents linked to safeguarding are not recorded in a systematic and orderly way. The school does not have a record of all actions taken in relation to safeguarding issues because these have not been recorded effectively. This means it is not clear what happened or in what order it happened. The school must ensure that actions linked to safeguarding are recorded effectively so that it is clear what actions have been taken to keep pupils safe.
- Pedagogical choices are not always well matched to the intent of the curriculum. The learning and knowledge the school wants pupils to know and remember is not clear in the activities pupils complete. The school must ensure that the intent of the curriculum is well matched to what pupils are taught in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2018.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 121609 |
| Local authority | North Yorkshire |
| Inspection number | 10290101 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 186 |
| Appropriate authority | The governing body |
| Chair of governing body | Robert Knowles |
| Headteacher | Alison McHarg |
| Website | www.michael-syddall.n-yorks.sch.uk |
| Dates of previous inspection | 15 and 16 May 2018, under section 5 of the Education Act 2005 |

Information about this school

- Michael Syddall Church of England Primary School is a voluntary-aided school. It is part of the Diocese of Leeds.
- The school's most recent section 48 inspection took place in December 2016 and the school was graded good. The school's next section 48 inspection will be within eight school years.
- The school does not use any alternative provision.
- The school offers wraparound care with a breakfast and after-school club.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- Prior to the inspection, the inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. The inspector discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers and teaching assistants. The inspector spoke to pupils about their learning and looked at samples of pupils' work. The inspector listened to pupils at the early stages of reading, read with a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, governors and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector gathered views of parents informally in person and formally through responses to Ofsted's online survey for parents, Ofsted Parent View, and free-text responses. The views of staff were considered through the staff survey and through meetings with them. Pupils' views were considered through a survey for pupils and through pupil meetings.
- The inspector spoke with representatives from the local governing body, the local authority and the diocese.
- The inspector observed pupils' behaviour in classes, during breaktimes and at lunchtime.

Inspection team

Emily Stevens, lead inspector

His Majesty's Inspector

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