

# Mytchett Primary School

## Inspection report

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<b>Unique Reference Number</b>	125035
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	359823
<b>Inspection dates</b>	24–25 January 2011
<b>Reporting inspector</b>	Alison Cartlidge

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	229
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Angela Patterson
<b>Headteacher</b>	Jo Ibbotson
<b>Date of previous school inspection</b>	21 January 2008
<b>School address</b>	Hamesmoor Road Mytchett Myt GU16 6JB
<b>Telephone number</b>	01252 544009
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<b>Email address</b>	head@mytchett.surrey.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 16 lessons taught by eight teachers. Meetings were held with members of the governing body, parents and carers, staff and pupils. The inspection team observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding policies and other documents. Questionnaires from 172 parents and carers, 107 pupils and 23 members of staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The way teaching and the curriculum are increasing pupils' progress in writing and science, especially for the more able.
- How well teachers challenge pupils and involve them in assessment.
- The impact of middle managers and the governing body on driving improvement in teaching, learning and pupils' progress.
- How care, guidance and support help pupils with special educational needs and or disabilities in their personal, social and academic development.

## Information about the school

This is an average-sized primary school. Most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is broadly average. The school has an above-average number of pupils with special educational needs and/or disabilities. These pupils have a wide range of needs, including moderate learning, emotional and behavioural and specific learning difficulties. Children in the Early Years Foundation Stage are taught in a Nursery and a separate Reception class. The school has received several awards including the Activemark and an award for keeping the school litter free.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This friendly and socially inclusive school provides pupils with a satisfactory education. One parent spoke for others by saying, 'The school has a happy and welcoming atmosphere.' Above-average rates of attendance show the pupils' enjoyment of school, and their good relationships with members of staff encourage them to be cheerful and polite.

Children make a sound start to their education in the Nursery and Reception classes. Between Years 1 and 6 they build steadily on what they have learnt, leading to broadly average attainment by the end of Year 6. Pupils do best in mathematics, but more-able pupils in particular do not always do well enough in English and science. In English, teachers do not always have high enough expectations of what pupils should achieve in their writing, especially when working independently, or help them to steadily improve their spelling and handwriting. In science investigations, pupils describe what they have observed but do not explain their findings precisely enough by using scientific vocabulary. Learning is uneven between lessons because teachers do not always adapt work enough to match pupils' differing needs.

Pupils, including those with special educational needs and/or disabilities, demonstrate some good personal skills. They are good at helping each other at school and in contributing to the local area. They enjoy making decisions such as designing the new school badge. Teachers and teaching assistants value all pupils as individuals and support them well socially and emotionally. Procedures for keeping pupils safe and healthy are good. Members of staff work closely with parents and carers, not only to support children who are finding life difficult and are in need of additional emotional support but also to encourage them to be involved in their children's learning.

There are satisfactory procedures for self-evaluation that enable the strongly committed leaders to have an accurate understanding of what needs to be done next to improve the school. Leaders have been successful in improving standards in mathematics and have sound plans to improve writing and science, demonstrating the school's satisfactory capacity to improve further. Senior leaders are aware that middle managers and governors are not monitoring teaching and learning rigorously enough to ensure that pupils make consistently good progress and that the quality of teaching improves, for example by developing marking so that it always shows pupils what they need to do next to improve.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in writing and science, especially for the more-able pupils, by:

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- helping pupils to check and improve their spelling and always do their best handwriting
- ensuring pupils use scientific vocabulary to explain what they have observed during investigations.
- Increase the proportion of good or better teaching by:
  - ensuring that work always matches pupils' differing needs
  - raising teachers' expectations of what pupils could achieve in a lesson and make sure they always work quickly when working independently
  - improving marking so that it helps pupils to do better next time and to always take a pride in their work.
- Increase the rigour of monitoring of teaching and learning by middle managers and the governing body, so that provision is consistently good across the school in all subjects.

**Outcomes for individuals and groups of pupils****3**

The majority of children are working within the levels expected for their age when they join the Early Years Foundation Stage, although slightly lower in aspects of communication, language and literacy. Pupils enjoy school and are especially well-motivated in Years 1 and 2. In these classes, pupils work with each other particularly well. For example, in a literacy lesson in Year 1, pupils supported each other as they discussed the sequence of events in 'Sleeping Beauty', and in Year 2 pupils shared supportive comments about the 'stars of the day'.

Pupils' achievement is satisfactory. Attainment varies from year to year and is broadly average overall. Pupils make satisfactory progress, but this is uneven between classes and subjects. In some lessons, pupils do not all work quickly enough when working on independent writing tasks and, consequently, they do not learn at the rate at which they are capable. For example, in one lesson pupils were working in small groups writing dialogue and the pace of learning slowed when they were not being supported by an adult. More-able pupils, in particular, are not always working at a high enough level when writing or carrying out science investigations. Pupils with special educational needs and/or disabilities make satisfactory progress. They make good progress in specific additional learning programmes, but the work provided in everyday lessons does not always complement this. Pupils' sound progress in developing basic skills, along with good aspects of personal development, prepares them satisfactorily for the next stage of education and later life.

Behaviour is satisfactory. Whilst pupils are polite, move around the school sensibly and behave well at playtimes, they do not always apply themselves to their work well enough. Most pupils say that they feel safe at school and are happy that their concerns are dealt with swiftly. They have a clear understanding about how to stay safe. For example, they know what to do if there is a fire and can point out potential hazards. Pupils take responsibility well and are proud that they raise funds for charity and wrote to the government over their concerns about graffiti in the local area. Pupils reflect sensitively during times of worship and in lessons. For example, they discuss what they understand about 'hope' and how they can be good friends. They respect the beliefs and cultures of

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others. Pupils are aware of how to stay healthy and enjoy keeping active at playtime and through sporting activities.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Teachers have good relationships with the pupils and use information and communication technology (ICT) well to support learning. For example, in Year 3, pupils enjoyed a video clip to help them to write a script. Most work engages the pupils' interest, although in some lessons, especially between Years 3 and 6, teachers do not ensure that all pupils work quickly and do their best. Where teaching is only satisfactory, teachers value pupils' work by sharing it with the class and praising them, but marking is not always used with enough rigour to identify the next steps needed to improve pupils' writing.

Although pupils' know their personal targets for improvement, insufficient reference is made to these in some lessons and in marking for them to provide fully effective guidance. In some lessons, teachers do not use assessment well enough to plan work that meets pupils' differing needs, particularly the more-able pupils. For example, in one geography lesson, expectations for pupils of differing ability were unclear and consequently pupils completed similar work. Teaching assistants provide some good support for pupils with special educational needs and/or disabilities, especially when teachers plan specific tasks to meet their needs.

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The curriculum effectively supports pupils' learning in mathematics and ICT, but this good practice has not been fully extended in science and writing, where learning and progress are slower. Pupils appreciate the good range of enrichment opportunities including visits and a wide range of clubs. There are good opportunities for pupils to stay healthy and active, demonstrating why the school has the Activemark award.

Pupils are supported well socially and emotionally, enabling them to gain self-esteem and to feel safe and valued. Attendance is monitored well so that it stays above average. Some strategies to support pupils with special educational needs and/or disabilities are starting to have a good impact on both their personal and academic development. Pupils with personal difficulties in their lives are supported well, drawing on the sound support of outside specialists.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Senior leaders embed ambition and drive improvement satisfactorily because they have a clear knowledge about what the school does well and how it should be improved. There is a strong determination to improve provision and pupils' progress in writing and science. Middle managers are developing their roles in school improvement so that concerns about provision and progress can be identified and rectified more quickly. The governing body carries out its statutory duties and is becoming more involved in monitoring the work of the school so that it can challenge the school more effectively on its performance and make decisions based on first-hand experience. Leaders promote equal opportunities and tackle discrimination satisfactorily. All pupils are included well socially, and the school is working to eliminate any unevenness in learning and progress, especially of more able pupils. At the time of the inspection, the school's safeguarding arrangements were found to be good and the vast majority of parents agree that pupils are kept safe at school. Staff and governor training in these matters is up-to-date. The partnership between the school and external agencies is sound, enabling leaders and pupils to benefit from advice and support from various sources. The school provides some good opportunities for pupils to be involved in the local community, with recent links having been made with contrasting schools nationally and internationally to broaden pupils' knowledge and understanding of cultural diversity.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children make satisfactory progress in the Nursery and Reception classes and enter Year 1 with skills and abilities that are broadly average. Girls and boys make good progress in speaking and writing because these skills are promoted especially well throughout the day. For example, children in the Nursery enjoyed writing in the role play fire station and children in the Reception class responded enthusiastically during a discussion about patterns. Occasionally, in some tasks that children have chosen for themselves, activities lack purpose because adults do not intervene to help move learning on.

Members of staff assess learning thoroughly and information is used to improve the curriculum. Close links between the home and school enable children to settle into school routines swiftly, to enjoy learning and behave well. For example, 'learning journals' are shared with parents at open evenings. Adults ensure that lessons are calm and help children to feel valued. Leaders are working on enhancing activities outside so that they provide the same wide range of engaging activities as indoors.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3



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## **Views of parents and carers**

There was a very high response to the inspection questionnaire. Most parents and carers are pleased with all aspects of the school, especially that their children enjoy school and are kept safe. The inspection team also found this to be the case. A few parents and carers would like the school to take greater account of their suggestions and concerns or express concern about the way behaviour is being dealt with. The inspection team found that occasionally pupils do not work hard enough in lessons, so that behaviour and attention slips a little. The inspection team found that leaders at the school are always happy to listen to and act on concerns and suggestions from parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mytchett 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 172 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	110	64	59	34	2	1	1	1
The school keeps my child safe	108	63	60	35	1	1	0	0
My school informs me about my child's progress	85	49	77	45	6	3	0	0
My child is making enough progress at this school	86	50	76	44	8	5	1	1
The teaching is good at this school	96	56	66	38	3	2	0	0
The school helps me to support my child's learning	94	55	65	38	8	5	0	0
The school helps my child to have a healthy lifestyle	82	48	79	46	7	4	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)	66	38	78	45	7	4	0	0
The school meets my child's particular needs	81	47	77	45	9	5	1	1
The school deals effectively with unacceptable behaviour	69	40	81	47	12	7	2	1
The school takes account of my suggestions and concerns	68	40	80	47	13	8	0	0
The school is led and managed effectively	103	60	55	32	4	2	2	1
Overall, I am happy with my child's experience at this school	104	60	61	35	1	1	2	1

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 January 2011

Dear Pupils

**Inspection of Mytchett Primary School, Camberley GU16 6JB**

We enjoyed coming to see your happy school. Thank you for being so helpful during our visit. Your school provides you with a satisfactory education.

These are the best things about your school.

- You do best in mathematics.
- You are polite and friendly and enjoy coming to school.
- You feel safe and keep healthy and well done for helping to keep the school tidy.
- We agree with you when you say that teachers are kind.
- The headteacher and other senior leaders know what needs to be done to make the school better.

These are the things we have asked your school to do next to make it better.

- Help you to check and improve your spelling and always do your best handwriting.
- Make sure that you use scientific vocabulary to explain what you have observed during investigations.
- Help teachers to always give you work that is just right for you and to expect you to work quickly in lessons.
- Always show you through marking how you can improve your work.
- Make sure leaders check that you are all doing well enough in all subjects.

Thank you once again for telling us about your school and letting us see your work. You could all help your teachers by settling to your work quickly and always thinking about your spelling and handwriting when doing written work.

Yours sincerely

Alison Cartlidge

Lead inspector

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