

Mytchett Primary School

Hamesmoor Road, Mytchett, Surrey, GU16 6JB

Inspection dates

22–23 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement requires improvement because their progress is inconsistent. As a result, their attainment continues to be below the national average at the end of Key Stage 2, especially in reading.
- Teaching requires improvement because it is inconsistent and teachers' expectations are sometimes not high enough. In particular, work provided for more-able pupils is sometimes too easy.
- Pupils do not make enough progress in literacy, especially in reading, because approaches to the teaching of reading are inconsistent and not always effective enough.
- Leadership and management require improvement. The regular monitoring of pupils' progress and the quality of teaching, has not been used effectively enough to quickly address weaknesses since the previous inspection.
- The information the school holds on pupils' progress is not yet used effectively enough by leaders and teachers to ensure that all pupils make good progress.

The school has the following strengths

- The senior leadership and the governing body are passionate about improving the school, and have introduced new systems for checking pupils' progress and the quality of teaching, which has led to some improvement.
- Pupils in Key Stage 1 make good progress because of good teaching.
- The written and spoken advice teachers give to pupils, when marking, helps them to know how to improve their work.
- Effective action has improved pupils' attendance and it is now high.
- Pupils have positive attitudes to their work, consistently behave well and show respect for others because the school promotes their spiritual, moral, social and cultural development well. They feel safe, have a good understanding of different forms of bullying and enjoy school.

Information about this inspection

- The inspectors observed 17 lessons, two of which were joint observations with the senior leaders. In addition, the inspectors listened to pupils read.
- Meetings were held with two groups of pupils, the Chair and two members of the Governing Body, a representative from the local authority, and senior and middle managers.
- Inspectors took account of the 65 responses to the online questionnaire (Parent View) and questionnaires completed by the staff.
- They observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring documents, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

John Taylor, Lead inspector

Additional inspector

Susan Senior

Additional inspector

Full report

Information about this school

- This is an average-sized primary school, with a high proportion of boys. Most pupils are of White British heritage, with about one in eight from other ethnic backgrounds.
- About one in seven of the pupils is known to be eligible for the pupil premium, which provides additional funding for children in local authority care and those known to be eligible for free school meals.
- The school has an average proportion of pupils with disabilities and special educational needs supported at school action, school action plus and with statements of special educational needs. These pupils have a range of needs, including emotional and behavioural difficulties, autistic spectrum disorder and specific learning difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Children in the Early Years Foundation Stage are taught in a Nursery and a separate Reception class.
- The school does not use any alternative provision.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good by:
 - raising teachers' expectations and ensuring that all pupils, especially the more able, are suitably challenged, so that all make faster progress
 - closely focusing lesson observations and feedback on what the pupils learn.
- Raise achievement in literacy, especially reading, by:
 - making sure that all the staff are trained in and implement the school's reading policy, so that pupils are taught how to read in a consistent way throughout the school
 - structuring reading lessons so that all pupils are actively engaged in appropriate, clearly defined tasks
 - making sure all pupils use consistent and effective strategies when reading.
- Strengthening leadership and management by:
 - ensuring that systems to track pupils' progress are used effectively by school leaders to bring about rapid improvements in pupils' progress
 - ensuring the tracking information is accessible to staff in a clear and consistent format that enables them to help their pupils to make faster progress
 - supporting governors to challenge school leaders to make rapid improvements in the quality of teaching and pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' attainment has improved slowly over recent years and was higher in 2012 but remains just below average at the end of Key Stage 2. Too few pupils reach the higher National Curriculum levels, especially girls.
- Pupils do better in mathematics and writing than they do in reading. This is due to inconsistencies in the teaching of phonics (letters and the sounds they make) as well as older pupils not being taught to consistently use strategies for reading.
- In the Nursery class, children have the opportunity to experience a wide variety of adult-led activities. They develop their social and language skills well due to the way the adults guide their activities.
- In Reception, however, the children's progress slows down. This is due to inconsistent assessment and ineffective implementation of strategies identified to meet the needs of specific children. There is little opportunity for children to start writing by themselves.
- Pupils' attainment at the end of Key Stage 1 has improved during the last three years, with a marked increase in the last year, especially in reading. Attainment is consistently above the national average; generally, boys outperform girls. The progress pupils make in Key Stage 1 is good.
- Overall, in Key Stage 2, pupils' progress is slower. This is because the rates of progress vary between the four classes, higher-attaining pupils are not challenged enough and many pupils make slower progress in reading.
- The school tracks the progress of pupils' learning throughout their time at school. They look carefully at the progress made by different groups, and in different subjects. However, the data is not always presented in a readily accessible form. This makes it difficult for teachers to spot underperformance and use it to plan appropriate work for the pupils.
- Those pupils who are known to be eligible for the pupil premium do as well as others because the additional funding allocated for them is used to make sure they are not disadvantaged in any way and have an equal chance to succeed in their studies.
- The progress of disabled pupils and those with special educational needs has also improved in line with that of their peers. They are benefiting from improvements in the way in which support and activities are organised. For example, there is more teaching of pupils in groups of similar ability.

The quality of teaching

requires improvement

- Teaching requires improvement because expectations of what pupils can achieve are not high enough, especially in Key Stage 2. In particular, the more-able pupils are sometimes provided with work which is too easy for them. Nevertheless, there have been improvements in the quality of teaching, especially in Key Stage 1.
- In some lessons, the teachers talk too much and there are missed opportunities to actively involve the pupils in their learning. Consequently, the pace of the lesson slows down and this can cause the pupils to become distracted from their work.
- In lessons, there are examples of teachers using good questioning, but on some occasions it is not always used to inform the teacher of the depth of the pupils' understanding and progress. This results in missed opportunities to correct misunderstandings and provide challenges to the more able.
- In most lessons, there are a variety of activities provided for the pupils, which maintains their interest and helps them learn. In a mathematics lesson, for example, pupils were given a number of activities to help them solve a problem, they were able to follow instructions and

willing to correct their own work.

- Teaching assistants are used effectively in the class to help individuals and small groups of pupils.
- Pupils receive regular homework as an important part of their learning.
- Marking of the pupils' work is frequent and encouraging. It clearly shows how the pupils' work can be improved. Pupils are increasingly responding to the comments made by the teachers, and this helps them correct their mistakes and learn new ideas.
- Pupils enjoy the lessons and are eager to learn. The teachers have good relationships with the pupils and manage behaviour well.

The behaviour and safety of pupils are good

- Pupils feel safe in the school. They behave in a respectful manner to adults and other pupils, both in their lessons and around the school. They talk to each other and to adults in an appropriate manner.
- In lessons, the behaviour for learning is usually good and pupils have very positive attitudes to learning. When the pace of the lesson slows, some pupils occasionally lose focus on their learning. Pupils are used to discussing their work in pairs to consolidate their learning and often help each other. They quickly respond to instructions from the teacher.
- Pupils say that bullying is rare, they have a good understanding of the different types of bullying, and feel that on the rare occasions incidents do occur the staff in the school deal with them quickly and effectively.
- Pupils have a good understanding of the behaviour policy and the rewards and sanctions that the school uses to promote good behaviour. The policy is proving effective.
- There have been no fixed-term or permanent exclusions in recent years.
- The large majority of parents and carers who responded to the online questionnaire (Parent View) are of the opinion that behaviour is good in the school. Inspectors agree.
- School strategies to improve attendance have been successful. The attendance has risen and is now well above average. Pupils arrive at school and to lessons on time.

The leadership and management require improvement

- Leadership and management require improvement because the quality of teaching remains inconsistent, and rates of progress are too slow in Reception and inconsistent in Key Stage 2. Nevertheless, leaders have brought about improvements in pupils' progress in Key Stage 1.
- The senior leaders observe lessons regularly, and provide useful feedback to help teachers improve their quality of teaching. However, there is not a consistently sharp enough focus on the quality of learning in lessons, including the level of challenge provided. Consequently, the checking of teaching has not been successful in eradicating inconsistencies, especially in Key Stage 2.
- The senior leaders have a clear and strong vision of how the school can be successful. This has the support of the staff who are working effectively towards it. Leaders, including governors, have secured some improvement, notably in Key Stage 1.
- The tracking of pupils' progress has improved. The school is well aware of the progress made by different groups of pupils. This information is used to inform progress meetings where teachers discuss the achievement of individual pupils and decide what strategies will best meet their needs. However, the school's view of progress overall is limited by the fact that tracking systems are not linked sufficiently well to the school's regular assessments.
- Moreover, the access to and presentation of the tracking information does not help teachers use

this data to quickly identify underperformance, especially in reading. This has contributed to the slower improvement in reading compared to the improvement in writing and mathematics.

- The school does not tolerate discrimination of any kind and is committed to providing equal opportunities for all pupils, although some more-able pupils are not doing as well as they could.
- The curriculum has some strong features. The balance between different subjects gives the pupils a wide-ranging experience which they find engaging. Although there are opportunities for developing literacy skills in different subjects, the curriculum does not provide a sufficient emphasis on the development of reading skills. There is a wide variety of clubs for the pupils which widen their skills and knowledge.
- Funding provided by the pupil premium is used effectively to ensure all pupils have an equal opportunity to take part in school visits, and have support where necessary. This has resulted in the progress of these pupils being the same as other pupils in the school.
- The local authority has supported the school in its self-evaluation and identified, correctly, the need to provide a higher degree of challenge for the more-able pupils, so that their achievement improves.
- The arrangements for safeguarding the pupils are good and meet statutory requirements.

■ **The governance of the school:**

– Members of the governing body visit the school regularly and are well informed of the strengths and weaknesses. They were involved in writing the school development plan. They are active in checking that robust systems are in place and that policies are implemented. They use their committee structure to look in detail at different aspects of the school. For example, one of the committees has spent time looking at the pupils' progress data. The governors report that the quality of teaching has improved and have an overview of the performance of the teachers. Nevertheless, the challenge to school leaders has not yet brought about consistently good teaching and good achievement for pupils. They have ensured that the headteacher's objectives are focused on the areas that need to be developed in the school. They have a good appreciation of the school finances, and provide a strategic challenge to the school leaders in guiding the school's future path.

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

Unique reference number	125035
Local authority	Surrey
Inspection number	406285

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Dawn Warwick
Headteacher	Jo Ibbotson
Date of previous school inspection	24–25 January 2011
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