

# Myatt Garden Primary School

Rokeby Road, Brockley, London, SE4 1DF

**Inspection dates** 24–25 September 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- Since the last inspection, leaders have been successful in maintaining the good quality of teaching. Pupils make good progress in reading, writing and mathematics. They reach above national average standards of attainment by the end of Year 6.
- The topics that pupils study interest them and relate to their experiences. Teachers plan thoroughly, enabling pupils to learn and apply skills in literacy and numeracy in all subjects.
- Pupils leave the school with a good, broad range of knowledge and skills which prepares them well for the next stage in their education.
- Pupils who are disabled or have special educational needs make rapid progress in reading, writing and mathematics. Their needs are identified early and well-trained adults help them learn extremely effectively.
- There are good procedures in place to ensure that pupils are safe.
- Pupils behave well. They are proud of their school and the work that they do. Pupils are polite and courteous. They appreciate the care and respect shown to them by adults.
- The diverse community works together harmoniously because of the excellent work the school does to promote pupils' spiritual, moral, spiritual and cultural development.
- Rigorous systems are in place to check on the performance of teachers and identify their training needs. Teachers feel highly valued, work very hard and are totally committed to improving the effectiveness of the school.
- The school has developed strong partnerships with parents and carers, who fully support the school. They value the opportunities provided to find out about how their children are learning.
- Governors have a thorough knowledge of the school's strengths and what needs to be done to become even better. They challenge school leaders effectively and make a significant contribution to plans for the future.

### It is not yet an outstanding school because

- Although the gap is closing, the attainment in reading, writing and mathematics of pupils eligible for additional funding is lower than their classmates'.
- While early years provision is good, learning in the outside areas in Reception and Nursery is not planned carefully enough to enable children to learn as well as they do inside the classroom.

## Information about this inspection

- Inspectors made 19 visits to classrooms to observe pupils' learning, three of which were with members of the school's senior leadership team. Inspectors also spent time examining pupils' work books. They also observed other aspects of the school's work, including a whole-school assembly.
- Meetings were held with members of the governing body, including the Chair, as well as with teachers and school leaders. Inspectors also met with a representative from the local authority.
- Pupils took inspectors on a tour of the school. The inspectors listened to pupils read and spoke with them about their reading and their work. Inspectors met with three separate groups of pupils. They spent time in the dining hall and on the school playground, where they also spoke to pupils.
- Inspectors took account of the 106 responses to the online questionnaire (Parent View), one letter received from a parent and an e-mail sent to the inspection service provider. Inspectors also spoke to parents and carers at the school gate. Inspectors reviewed 44 questionnaire responses from staff.
- Inspectors looked at a number of documents, including the school's own information relating to pupils' achievement, the school's self-evaluation summary and its plan of action. They considered records relating to behaviour and attendance and checks on teaching and documents relating to safeguarding. The inspectors also visited the school's website.

## Inspection team

Martin Marsh, Lead inspector	Additional inspector
Rosemarie McCarthy	Additional inspector
Lynn Lawrence	Additional inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- Nearly a third of pupils are known to be eligible for the pupil premium (additional government funding which supports pupils eligible for free school meals or those looked after by the local authority), which is above average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- Two thirds of pupils belong to ethnic groups other than White British. A quarter of pupils speak English as an additional language. A quarter of pupils are from Black Caribbean or Black African heritages.
- The school meets the government's 2013 floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics. Unvalidated data for 2014 indicates that the school will also meet the increased government floor targets in 2014.
- The school runs a breakfast club, which was visited as part of this inspection. There are also after-school clubs run by external providers, which were not inspected.
- In December 2010 the school went into partnership with Beecroft Garden Primary School. The then-headteacher of Myatt Garden Primary School became executive headteacher of both schools. On the retirement of the executive headteacher in December 2013, the partnership dissolved. In January 2014, the current headteacher, previously head of school at Myatt Garden during the partnership, was appointed as headteacher.

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

- Increase the rates of progress of pupils eligible for additional funding in reading, writing and mathematics so they reach similar standards of attainment to their classmates.
- Improve the use of outside areas in Reception and Nursery by planning activities that deepen learning in the same way as they do inside the classroom.

## Inspection judgements

### The leadership and management are good

- The headteacher has developed a team of leaders and teachers who are totally committed to a common vision for the school. Her personal drive, passion and determination have galvanised the whole school community to provide an education which enables pupils to leave school with above national average attainment in reading, writing and mathematics.
- Leaders at all levels, including middle leaders, make significant contributions to improving pupils' progress and developing the quality of teaching. Checks on the performance of teachers are rigorous and the staff value the opportunities they have to develop their skills through training and by learning from each other. One teacher's comment that she 'loves coming to school every day' is typical of views expressed by staff to inspectors.
- The continuous review of the curriculum topics focuses on the interests of the pupils, who are routinely consulted about what helps them to learn. The school has used the opportunity of the new National Curriculum to reflect and skilfully build changes into its existing programmes. Middle leaders who lead subjects have made significant contributions to developments and to the improvements in teaching.
- The vibrant and exciting curriculum is supplemented by many visits and visitors to school. Year 6 pupils were still buzzing with excitement following their residential visit to an activity centre in Dorset the week before the inspection. Provision for pupils' spiritual, moral, social and cultural development is excellent. Pupils leave the school as well-rounded young people ready for the next stage in their education.
- The school celebrates the diversity of its pupils and uses this to successfully foster good relations, tackle discrimination and prepare them for life in modern Britain. A school assembly, seen during the inspection, helped pupils to understand how elections to the school council were similar to how the country democratically elects Members of Parliament. As a result, pupils understand how the school council works to bring about changes in the school and the importance of voting for the right person to represent them.
- Parents are very happy with all aspects of the school's work. They value the opportunities to attend workshops and find out how their children are taught and how they are learning. The school has done very well to engage a very diverse parent community and build strong partnerships with parents.
- Opportunities for participating in sport are many and varied. The school has used its additional government sports funding to appoint specialist sport coaches. This has allowed them to increase the time pupils spend doing physical education and so enable pupils to develop sporting skills more quickly. There are high rates of take-up of sporting activities offered after school by external providers. The sports coaches, and the subject leader for physical education are also active in explore how pupils who are showing particular talents can become even better through joining local sport clubs.
- Leadership and management are not outstanding because achievement, teaching and behaviour are not outstanding. Improvements in all aspects of the school's work since the last inspection demonstrate its capacity to improve.
- The school's breakfast club is well run and pupils are safe and happy.
- The local authority provides appropriate light-touch support for this good school.
- **The governance of the school:**
  - Governors are aware of the strengths of the school and what needs to be improved to make it outstanding. They understand how pupils' achievement compares with that in other schools nationally and in Lewisham.
  - Regular visits to school ensure they have a deep understanding of the school's work, including the quality of teaching. This enables them to challenge and support school leaders appropriately and make valuable contributions to future plans.
  - Governors make a good contribution to ensuring pupils are safe and in meeting statutory requirements for safeguarding and for the recruitment of staff.
  - The governors know how the additional funding for eligible pupils is being used and how it has improved their progress. However, they understand the gap in attainment needs to be closed even further compared to other pupils in the school. Governors are clear that teachers' salary progression links to improved performance and is informed by the school's appraisal process.
  - Governors fully avail themselves of opportunities that are provided to develop their skills further whether training is from school leaders or external providers.

### The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are proud of their school and enthusiastic about showing their work either in their books or on display around the school. Wearing school uniform is optional but all pupils are smart. 'It is important to be smart but also important to express our individuality,' one pupil told inspectors. Inspectors did not see any litter or graffiti.
- Pupils are keen to learn. They listen well to the teacher and each other. They work well together when given the opportunity. This contributes to their good and often rapid progress. Occasionally, where teaching is less strong, pupils sometimes lose concentration.
- Pupils say they are very happy, and the vast majority of parents agree. The above-average attendance and good punctuality of pupils show how much pupils enjoy school.
- Around the school pupils look after each other, reciprocating the high level of care they are shown by caring for each other. Pupils understand the 'class agreement', an agreed set of ways of behaving they produce with their class teacher, and try hard to keep their side of the agreement.
- Pupils are keen to take on responsibilities. They feel it is an honour to serve on the school council or represent the school in sporting competitions or performances. A large group of pupils were seen rehearsing to take part in a choir concert at the O<sub>2</sub> Arena later in the year.
- The school's work to keep pupils safe and secure is good. The school takes all aspects of safety seriously. Parents who responded on Parent View almost unanimously believed their children were safe, and the children themselves said they felt very safe.
- Commitment to child protection is a high priority and all adults receive the appropriate training in how to recognise and report signs of possible child abuse.
- There is very little bullying and if it happens it is dealt with very quickly by adults. Pupils understand about different types of bullying, including how this can happen through electronic media. They know how to stay safe on the internet because of the work the school does to promote e-safety.
- Pupils are taught to respect each other's cultures and beliefs and know how wrong it is to use racist, homophobic and other prejudice-based language. Incidents are very rare and pupils say bullying is not tolerated.

### The quality of teaching

is good

- Teachers not only understand the knowledge and skills pupils have, but know what interests them. This, coupled with good subject knowledge, enables teachers to plan learning around topics that are relevant to the pupils and build on what they already know. Pupils are nearly always interested in what they are being taught and fully motivated as a result.
- Teachers use every opportunity to develop skills of literacy and numeracy while at the same time developing knowledge in other subjects. This results in good progress being made in a wide range of subjects.
- Pupils have many opportunities to work in a range of ways so that they learn well. This benefits all pupils, especially those who have English as an additional language. By the time pupils leave in Year 6, they have developed good skills of speaking and listening. Pupils use technical language well in mathematics lessons and in Year 6 they confidently use words like multiples, factors, and prime and composite numbers to describe number patterns.
- Marking and the guidance given to pupils about how to improve their work are good. 'I always refer to my targets before I start a piece of writing,' one Year 4 girl told inspectors. In a Year 3 writing lesson each pupil was focusing on an individual target for how they could improve their letter writing, following the marking of a previous attempt to write a letter. This resulted in them making good progress.
- Additional adults work very well particularly with pupils who are disabled or have special educational needs. They are very well trained and the teachers give them very clear roles in different parts of the lesson. Pupils who are disabled or have special educational needs are challenged to work without extra support and so develop resilience and do not become dependent on the additional help. Where additional adults work with pupils out of class, programmes are very well planned, which results in typically rapid progress. Support for pupils eligible for additional funding is not as consistently effective.

### The achievement of pupils

is good

- Pupils make good and often rapid progress in reading, writing and mathematics, from a wide range of different starting points. Progress is particularly good in Year 6 and in Key Stage 1. This enables pupils to reach above national averages in these core subjects by the time they leave in Year 6.

- Excellent approaches to teaching pupils phonics (letters and the sounds they make) help them to learn to read quickly. The above-average proportions of pupils passing the Year 1 phonics screening check are evidence of this. This progress in reading continues throughout the school so that by the time pupils leave they have developed a love of books and confidence in using written electronic media to find out information.
- Pupils develop good mathematics skills and are able to apply them in solving problems and investigations. For example, pupils in Year 6 used their skills in problem solving to find the number of handshakes there would have to be at the end of various sporting contests if each competitor shook the hand of every member of the opposition. They were able to spot patterns in sequences and form hypotheses based on the patterns they observed.
- More able pupils make similar progress to their classmates. A much higher proportion of pupils than is found nationally achieve high standards of reading and mathematics. This is because they are routinely challenged with more difficult questions and given tasks which deepen their learning and make them think hard.
- Rigorous checks identify if a pupil requires additional support. Diagnosis is swift and programmes of support are put in place to help pupils overcome any difficulty they have with their learning. These are very successful in ensuring that pupils who are disabled or have special educational needs make rapid progress in reading, writing and mathematics.
- Pupils for whom English is an additional language or who are from Black African and Black Caribbean backgrounds make similar progress to their classmates. The emphasis the school places on developing the speaking and listening skills of all pupils and the importance placed on using correct subject-specific language particularly benefit these groups of pupils.
- In 2013 Key Stage 2 statutory assessments, the attainment of pupils eligible for additional support funding in reading, writing and mathematics was two terms behind non-eligible pupils nationally in reading and writing, and one term in mathematics. However, they were on average four terms behind their classmates in the school in mathematics, three terms behind in reading and writing. Pupils eligible for additional funding have made faster progress this year in reading, writing and mathematics. Provisional school information suggests that the gap between their attainment and that of their classmates has halved this year. This shows the school's determination to provide equal opportunity of learning for all.
- The additional funding is being used effectively to provide extra support to boost pupils' achievement, although this is not consistently effective in all areas of the school. Teachers check pupils' progress very carefully.

### The early years provision

is good

- Children join the school in Nursery and Reception with skill levels that are below what is typical for their age and make good progress. The proportion achieving a good level of development by the end of the Reception year is broadly average. Reading standards are above average because of the excellent start children get in learning phonics (the sounds that letters make).
- Good partnerships with parents are established very early and parents are very appreciative of what the school is doing for their children. 'The staff could not do more to make my son feel safe, secure, happy and settled in Nursery,' was a typical response of those spoken to during the inspection or who wrote to the inspection team.
- The school provides well for all the areas of learning, giving children many memorable experiences. During the inspection some children who had never handled a live animal were fascinated and showed great care when handling and caring for a guinea pig. Adults relate well to children and ask challenging questions to extend the more able and make them think hard.
- Children's behaviour is good. Routines, even early in the term, are established. Children know, for example, that orange peel needs to be thrown away and that when the teacher is talking, they need to listen carefully.
- Leadership of Early Years Foundation Stage is good. Careful observations are made to ensure that children are assessed and activities can be planned that will interest them and extend their learning. Planning is particularly effective for learning that takes place inside the classroom. In contrast, learning is less effective outside the classroom because adults do not plan as precisely for what they want children to learn in these areas.
- The Nursery and Reception areas meet all statutory welfare requirements.

## 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>	100713
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	448207

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>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	504
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alice Washbourne
<b>Headteacher</b>	Sally Williams
<b>Date of previous school inspection</b>	18–19 May 2010
<b>Telephone number</b>	020 8691 0611
<b>Fax number</b>	020 8694 0365
<b>Email address</b>	admin@myattgarden.lewisham.sch.uk



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