

Mytchett Primary and Nursery School

Hamesmoor Road, Mytchett, Surrey, GU16 6JB

Inspection dates 13–14 November 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- School leaders and governors are ambitious for pupils and staff. Since the previous inspection they have improved teaching and raised pupils' achievement so both are now good.
- Leadership and management are good. School leaders have an accurate view of the school's strengths and they know what needs to be improved further.
- Governors work in close partnership with leaders and they hold them to account for pupils' achievement. There is strong teamwork between staff and governors.
- The curriculum is well organised with carefully selected topics that match pupils' interests and abilities. Pupils speak enthusiastically about their learning, showing how well their spiritual, moral, social and cultural development is progressing.
- Pupils' behaviour is good. They get on well together regardless of background and show respect towards each other and adults.
- Pupils feel safe in school because they know that adults will readily step in to help, should a problem arise.
- Teachers apply the school's policy for teaching and learning consistently across the school. Consequently, teaching is good.
- Pupils achieve well. They work hard and make good progress in reading and mathematics.
- Children get off to a good start in the Nursery and Reception classes. They settle quickly and progress well so they are well prepared for Year 1.

It is not yet an outstanding school because

- Pupils do not achieve as well in writing as they do in other subjects. They have not all developed secure skills in spelling, punctuation and handwriting by the end of Year 2.
- There are too few occasions when pupils write at length in different subjects.
- Occasionally pupils become fidgety and chat among themselves when the pace of lessons slows.
- Although teachers usually mark pupils' work thoroughly, spelling mistakes are sometimes not corrected. Pupils do not correct and improve their own work often enough. Subject leaders do not always pick up and act on weaknesses in pupils' work.

Information about this inspection

- Inspectors observed pupils working in 12 lessons or parts of lessons, five of which were observed jointly with senior leaders. They looked at work in pupils' books and they listened to pupils in Year 2 and Year 6 reading.
- Pupils were observed in lessons, in the playground and as they moved around the school. Inspectors also attended a singing assembly and visited the canteen at lunchtime.
- Meetings were held with school leaders, groups of pupils and governors. Inspectors also met with a representative from the local authority.
- Among the documents studied were school plans for improvement, records regarding the behaviour and safety of pupils, minutes from governors' meetings and records of pupils' learning and progress.
- The views of parents were considered by analysing the 53 responses to the online survey Parent View. Inspectors also spoke informally to parents during the inspection. The views of staff were taken into account by analysing the 19 responses to the staff questionnaire.

Inspection team

Joy Considine, Lead inspector

Additional inspector

Sue Cox

Additional inspector

Full report

Information about this school

- The school is an average-sized primary school and pupils are taught in single-age classes.
- Most pupils are of White British heritage, with very few who speak English as an additional language.
- About one fifth of pupils are eligible for pupil premium funding, which is lower than average. This is additional funding provided by the government to support disadvantaged pupils.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- There is provision for children in the Early Years Foundation Stage in the Nursery and Reception classes. Children attend Nursery in the morning only and become full time in the Reception class.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There have been significant changes to the teaching team since the previous inspection.

What does the school need to do to improve further?

- Improve pupils' achievement in writing by ensuring that:
 - all pupils have a sound grasp of basic skills in handwriting, spelling and punctuation by the end of Year 2
 - pupils have opportunities to write at length when learning different subjects
 - teachers are consistent in marking basic spelling mistakes in pupils' work
 - pupils correct and improve their work when it has been marked by teachers.
- Provide additional training for subject leaders so they are better skilled at identifying weaknesses in pupils' work.
- Ensure that lessons move along at a good pace so that pupils do not lose concentration and interest.

Inspection judgements

The leadership and management are good

- Ambitious leaders provide a clear direction to the school's work. Close working relationships between school leaders and governors have helped to bring about improvements since the previous inspection. Together they have created a culture in which teaching is good and pupils behave well. Teamwork is strong and all staff contribute to the school's drive for further improvement.
- Leaders visit classrooms formally and informally to check teaching and pupils' behaviour. They have an accurate view of the school's strengths and areas in need of further improvement. They analyse pupils' attainment to ensure they progress well. Leaders provide support and guidance to help teachers improve their skills and so previously weaker teaching has been improved.
- New systems to record and track pupils' progress and attendance have been introduced. This helps school leaders to identify those pupils at risk of underachieving so support can be provided rapidly. This ensures that all pupils, including disadvantaged pupils, have equality of opportunity to succeed. Discrimination is not tolerated on any grounds and consequently relationships develop well.
- The additional funding to support disadvantaged pupils is used well to improve their skills, confidence and experience. It is partially used to provide additional support in class for these pupils to help them to progress well. It is also used to support them in attending out-of-school activities so they have the same experiences as other pupils.
- Subject leaders are enthusiastic and knowledgeable and have received training to help prepare them for their roles. They support colleagues by keeping them up to date with new initiatives and by helping them with planning and assessment. Although they check work in pupils' books, they do not always pick up weaknesses, for example, pupils' lack of response to marking in writing.
- The school has responded well to the medium level of support provided by the local authority.
- The curriculum is well planned to take into account pupils' needs and interests. Staff have taken the opportunity presented by the new National Curriculum requirements to review the way in which they teach. The subjects taught improve pupils' understanding of life in modern Britain.
- School leaders in common with other local schools are working to develop new systems of assessment following the government's decision to remove the National Curriculum levels.
- School assemblies provide pupils with opportunities to reflect on values including liberty, tolerance and respect, and this promotes their spiritual, moral, social and cultural development effectively. These values are also encouraged through the curriculum more widely and in the teaching of personal, social and health education.
- The additional sports funding has been thoughtfully used to provide pupils with more opportunities to take part in a wide range of sporting activities both within school and in competition with other local schools. This has increased their rates of participation and added to their health and fitness.
- The school's arrangements for safeguarding pupils are thorough and meet all statutory requirements. School leaders ensure that all staff and governors are suitably trained and understand their responsibility for ensuring that pupils are safe.
- **The governance of the school:**

Governors have benefited from training that has sharpened their skills in monitoring the work of the school and holding leaders to account. They know that teaching is good and that there are robust systems to manage the performance of all staff. Governors ensure that only the best teaching is rewarded. Governors have a good understanding of information about pupils' attainment and progress and how they compare with all schools' nationally. They know that pupils' achievement in reading is good and that standards in writing need to improve to a similar level. Governors visit school regularly so they can check the information provided by school leaders. There is strong teamwork between the governors and the staff. Meetings are well organised and so ensure that governors meet all statutory responsibilities, including those for safeguarding staff and pupils. They maintain careful financial records and check to ensure that money is well spent.

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

- The behaviour of pupils is good. Pupils behave well in class, in the playground and when moving around the school. They are sensible and understand how well their behaviour contributes to learning. They listen to teachers and show very positive attitudes to lessons. They are curious and eager to learn.
- Pupils enjoy school and this is reflected in their attendance, which is above average. School records show very few reported incidents of poor behaviour, and there have been no recent exclusions.
- Pupils are considerate and respectful towards each other and adults. They readily help each other in class and in the playground and get on well together regardless of background. The playground is well equipped with all sorts of games and activities to help to keep pupils fit and healthy.
- Staff implement the school's systems for managing pupils' behaviour consistently and so all pupils are aware of the expectations of them. They say that behaviour is usually good and that there is very little name-calling. Just occasionally when the pace of learning slows, pupils become fidgety and start to chat among themselves and that is why their behaviour is not outstanding.
- Parents, staff and governors who gave their opinions agree that pupils are safe, happy and behave well in school.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school. They know about different forms of bullying, including that related to computers, but say they are unaware of any bullying in school. They know staff will help them if they have any problems in school.
- Pupils have a good understanding of how to stay safe outside school. They know about the dangers associated with roads and railways and the importance of taking care outside school. They know about the dangers of tobacco and that some drugs can be dangerous.
- School leaders work in close cooperation with external agencies to ensure that pupils are safe. They work closely with families to draw on additional help and support when necessary. All staff are aware of their responsibilities to ensure that pupils are safe.

The quality of teaching is good

- The quality of teaching is good and improving. Teachers apply the school's policy for teaching and learning consistently. Records kept by the school and scrutiny of pupils' work show that teaching and learning are usually good. Robust systems to check teaching mean that weaknesses can be put right quickly.
- Relationships between adults and pupils are good and this inspires pupils to do their best. Classrooms are lively and busy places because pupils have plenty of opportunities to discuss their work and to share their ideas. This helps them to progress well.
- Teachers have good subject knowledge in reading, writing and mathematics and this helps them to support learning by asking pupils questions that probe their understanding and develop their knowledge. Pupils enjoy responding to teachers' questions and this helps them to develop their vocabulary and confidence when speaking.
- Pupils know what they are expected to learn in lessons and they talk confidently about what they need to do to be successful learners. They use checklists to think about what they have done well and what they need to do to improve their work. However, there are too few occasions when pupils write at length in subjects other than literacy, and this slows their progress in writing.
- Teaching assistants contribute well to lessons by supporting both teachers and pupils. They work with small groups or occasionally individual pupils, and this helps all pupils, including those who are disabled or have special educational needs, to progress well.
- Teachers provide work at different levels for pupils, with greater challenge for those who are most able, and this helps these pupils to progress well.
- Teachers monitor pupils' progress in class and provide timely guidance for those who need help or have completed their work. In mathematics, the pace is usually lively and brisk and this helps pupils to make good progress.
- Teachers mark pupils' work thoroughly and provide detailed comments about what has been achieved and what pupils need to do to improve their work. However, there are not enough times, particularly in

writing, when pupils correct and respond to these comments. There are times when basic spelling errors are not corrected and so pupils repeat the same mistakes.

The achievement of pupils

is good

- Pupils work hard and make good progress, particularly in reading and mathematics. Published assessment information suggests that pupils' achievement is broadly average overall. However, assessment information kept by the school and work in pupils' books show that they make good and sometimes better progress to reach standards that are above those expected for their age.
- School leaders have introduced new systems to track pupils' learning and progress. They are now better able to pinpoint pupils' particular difficulties and provide specific support to help them. This has benefited disabled pupils and those who have special educational needs, who make good progress from their starting points.
- Pupils who speak English as an additional language make good progress from their starting points. By the end of Year 6, their attainment in reading, writing and mathematics is higher than other pupils in writing and mathematics, and broadly similar in reading.
- The attainment of disadvantaged pupils is improving and the gap is closing rapidly. In 2014, those at the end of Key Stage 2 were about a year behind other pupils in the school in mathematics, a term behind in writing and a term ahead of other pupils in reading. This was similar to their attainment in comparison with all pupils nationally. However, school data show that in relation to their starting points these pupils made good progress, given that some of them have complex learning needs. Disadvantaged pupils across the school reach levels of attainment at least in line with, and sometimes better than, other pupils.
- Staff have raised their expectations for the most able pupils and provide additional challenges to meet their needs. Consequently they now make good progress in reading and mathematics. Their progress in writing is slower than in reading and mathematics.
- Pupils across the school thoroughly enjoy reading. Pupils in Year 2 used letters and sounds (phonics) to read unfamiliar words and spoke about the range of books they enjoy reading. In Year 6, they enthusiastically discussed *Skellig* by David Almond and gave their views and opinions about the story by referring to the text to support their ideas. They read clearly, fluently and with good expression.
- Pupils' skills are not so well developed in writing. They have not achieved basic skills of handwriting, punctuation and spelling by the end of Year 2 and so they do not write fluently and confidently. The best progress is made in Years 5 and 6 where pupils draw from their reading experience. In these classes, they use a wide range of vocabulary and varying sentence structures to write fluently and with imagination and flair.
- Attainment and progress in mathematics are improving across the school. Pupils currently in Years 5 and 6 have mastered basic number skills and they use them confidently to solve word problems involving several steps. They calculate accurately using decimals and confidently convert fractions to decimals and percentages.

The early years provision

is good

- Children are welcomed into a safe and stimulating environment in which they settle quickly. They start Nursery with skills that are broadly typical for their age and make good progress because teaching is good. Staff are skilled at observing children and using this information to plan activities that help them to learn and develop well. Children are well prepared for Year 1.
- Staff visit children at home prior to their starting school and this helps to build good relationships with children and their parents. Consequently children feel safe when they start school because they know that adults will care for them and look after them.
- Children in both the Nursery and Reception classes behave well. They get on well together and share and take turns. Most are resilient and concentrate on tasks, whether working or playing.
- Classrooms are well planned to give children opportunities to work and play inside and outdoors, and this helps them to make choices and develop independence. There is a good balance between activities that children choose for themselves and those directed by adults. However, staff do not always intervene quickly enough and children spend too long on activities that lack structure and purpose.
- The leader has a good understanding of the requirements for the Early Years Foundation Stage and ensures that there is good liaison between Nursery and Reception. She has a good understanding of the

strengths of the teaching and what needs to be further improved.

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	447633

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Dawn Warwick
Headteacher	Jo Ibbotson
Date of previous school inspection	22 November 2012
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