

Inspection of a good school: Mitcheldean Endowed Primary School

Hawker Hill, Mitcheldean, Gloucestershire GL17 0BS

Inspection dates:

22 and 23 March 2023

Outcome

Mitcheldean Endowed Primary School continues to be a good school.

What is it like to attend this school?

The school is an inviting and happy place to be. The school's motto of 'achieve, believe, contribute' is at the heart of everything the school does. There is a purposeful buzz of learning throughout the school.

Pupils are wonderful ambassadors for the school. They understand the school's expectations and behave impeccably. Pupils are friendly and polite.

Staff provide opportunities for pupils to shine. For example, Year 4 pupils enjoy performing in assembly. They confidently sing, dance and share what they have learned. The school provides pupils with exciting experiences. In forest school, pupils build dens, use tools and make willow sculptures. Pupils enjoy clubs such as theatrical dance.

Staff are sensitive to pupils' needs and form caring relationships with them. Pupils feel safe because they trust staff to look after them. Pupils confirm that bullying is rare and adults quickly sort out any problems. For example, pupils use 'chatterbox' to share worries with an adult.

Parents are very happy with the school. Typical comments describe the school's nurturing and caring environment.

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

Leaders and staff have high aspirations for pupils. Leaders have designed an ambitious, broad curriculum in most subjects. This is built around well-sequenced, rich learning experiences. Most pupils achieve well.

Leaders provide staff with appropriate training to improve their subject knowledge. Staff are proud to work at the school and appreciate leaders' support of their workload and well-being.

Staff inspire pupils to develop a love of reading. Children learn to read as soon as they start school. Phonics teaching is consistently strong. Leaders are currently developing the precision of assessment of pupils' wider reading skills, such as comprehension, inference and prediction. Pupils who find it difficult to read are provided with extra help. This improves their confidence, accuracy and fluency. Pupils enjoy listening to texts that adults read to them, such as *The Jungle Book*.

The mathematics curriculum is well designed to enable pupils to develop secure knowledge and skills, including solving problems. 'Maths meet' sessions enable pupils to practise and consolidate their skills in mathematics. Pupils apply what they know to learn new facts. For instance, Year 6 pupils use their knowledge of times tables facts to calculate areas of irregular shapes.

In some subjects, such as history, leaders have redesigned the curriculum, so that pupils develop deeper knowledge. However, in these subjects, the curriculum is still being embedded and assessment is in the early stages of being refined. As a result, assessment does not yet precisely identify whether pupils securely develop the knowledge, skills and vocabulary leaders intend.

Pupils have consistently positive attitudes to learning. They understand that trying hard and making mistakes are important. Pupils are proud to be rewarded for being 'Learning Dinosaurs', such as 'Tryatops' or 'Achievasaurus'.

Pastoral support is strong. Leaders support pupils' mental health well. They help pupils to recognise and manage their emotions appropriately. As a result, low-level disruption is rare.

Pupils with special educational needs and/or disabilities (SEND) are provided with valuable extra pastoral and teaching support. Leaders work closely with parents and external advisers. Leaders ensure that pupils with SEND have sharply focused targets. Pupils with SEND learn the same curriculum as others and make good progress.

Pupils' wider development is supported well. Leaders provide a range of opportunities for pupils to develop interests and learn about other cultures. Pupils are introduced to African drumming or archery. They visit the theatre and sing in concerts. Pupils learn about life in other countries. They learn to consider those less fortunate than themselves. For example, pupils raise funds for people in Ukraine. Pupils are proud to take on positions of responsibility, such as sports leaders and reading buddies.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out the necessary checks to ensure that all staff are safe to work with children. Leaders provide up-to-date training for all staff. Staff know how to report any concerns.

Leaders and staff are vigilant. They make timely referrals to specialist agencies when they consider pupils to be at risk. Leaders maintain detailed records and regularly check the impact of their actions.

Pupils learn how to stay safe. They appreciate visits from the police and fire brigade that reinforce their learning. Pupils also learn about internet safety and drug awareness.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In subjects where leaders have improved the curriculum, they are still refining assessment. This means that, in these subjects, assessment does not yet precisely identify whether pupils securely develop the knowledge, skills and vocabulary leaders expect them to. Leaders must sharpen assessment so that they can swiftly identify when there are gaps in pupils' learning, and adapt the curriculum accordingly so that pupils are well prepared for the next steps in their learning.

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 second ungraded inspection since we judged the school to be good in March 2012.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115693
Local authority	Gloucestershire
Inspection number	10241447
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	201
Appropriate authority	The governing body
Chair of governing body	Elizabeth Watton
Headteacher	Kathryn Oshun
Website	www.mitcheldeanschool.co.uk
Date of previous inspection	13 June 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in 2020, shortly before the COVID-19 pandemic began.
- The special educational needs coordinator (SENCo) was appointed in December 2022.
- The school is a Church of England school. Its last SIAMS (Statutory Inspection of Anglican and Methodist Schools) was carried out in 2017.
- The school provides before- and after- school care for pupils.
- The school does not use any alternative providers.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held several meetings with the headteacher and deputy headteacher. They also met with the SENCo, the early years leader and the pastoral leader.

- The inspector held a meeting with a group of governors, which included the chair and vice-chair. They also had a phone conversation with a representative from the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector reviewed the school's safeguarding records and checked the school's single central record. They discussed safeguarding arrangements with the designated safeguarding leader. The inspector also spoke to pupils and adults about safety.
- The inspector observed pupils' behaviour at various times of the day, including during breakfast club, breaktime and lunchtime.
- The inspector spoke to pupils, staff and parents to gather their views. They reviewed 51 responses to the online survey, Ofsted Parent View, along with free-text comments. They also took account of the responses to the staff and pupil survey.

Inspection team

Catherine Beeks, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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