



Myatt Garden Primary School

Inspection Report

Unique Reference Number 100713
Local Authority Lewisham
Inspection number 285855
Inspection date 21 February 2007
Reporting inspector Margaret Coussins

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

Type of school	Primary	School address	Rokeby Road
School category	Community		Brockley
Age range of pupils	3-11		London SE4 1DF
Gender of pupils	Mixed	Telephone number	020 8691 0611
Number on roll (school)	480	Fax number	020 8694 0365
Appropriate authority	The governing body	Chair	Jayne Day
		Headteacher	Mrs G Ingham
Date of previous school inspection	12 February 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Myatt Garden is a large primary school serving an ethnically and socially diverse community. The percentage of pupils eligible for free school meals is average. The proportion of pupils with difficulties or disabilities is higher than that found nationally. More pupils than usual are learning English as an additional language, a high proportion of whom are at an early stage of acquiring the language.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school for which pupils and their parents have very high praise. As one parent said, 'My daughter is very lucky. Every school should be like Myatt Garden as every child deserves the best.' The ethos of the school is very positive and instils a sense of 'can do' in pupils and staff. This is a reflection of the philosophy of the headteacher who, with her deputy, provides outstanding leadership. Senior leaders, staff, governors and parents share the vision for the future of the school.

Parents are overwhelmingly positive about what the school offers. In particular, they appreciate the outstanding care, guidance and support their children receive and the celebration of the school community's cultural diversity. This contributes to pupils' good personal development and well-being. One parent commented, 'The school provides a safe, positive environment which is stimulating, inclusive and inspirational.' The pupils benefit enormously from the support of parents who have helped to develop the outdoor area for the Nursery and have raised funds and drawn up plans to refurbish the main playground.

Pupils' achievements are outstanding and they reach well above average standards in English, mathematics and science by the time they leave. This means they are very well prepared for the next stage of their education. The outstandingly rich curriculum is one of the main reasons why pupils do so well. It encourages pupils to think for themselves and develop a real enthusiasm for learning. Their enthusiasm for all they do is so great, and everyone has so much to say, that sometimes pupils forget the social conventions of listening to each other and taking turns, which the school strongly promotes.

Children get a flying start to their education and settle very quickly into the exceptionally well-managed Foundation Stage. They begin school with well below average skills and make outstanding progress because of the expertise of the teachers, excellent teamwork and a very well managed curriculum. One parent commented, 'The atmosphere in the Nursery is safe and welcoming while at the same time being exciting, innovative and massively creative.' Children reach the goals expected of them by the time they enter Year 1.

Teaching is never less than good and often outstanding. The opportunities children have in the Foundation Stage to initiate their own learning make a significant contribution to their exceptional progress and good personal skills. There are fewer opportunities for pupils to learn in this way across the school and the school has identified the need to ensure this transition happens as smoothly as possible. Pupils know that the school values their opinions and that they can make a difference, but there are not always enough opportunities for them to take on responsibilities. The school council for example, has a significant role. However, its members would like more opportunities to take ownership of its meetings, which would help further develop their personal skills. The school is not complacent and strives to raise standards further, for example in its work to improve the achievement of Black African and Black Caribbean pupils. This is because, although they achieve better than their peers

nationally, they do not do quite as well as others in the school. There are excellent partnerships with other schools and organizations which contribute significantly to pupils' achievement and enjoyment. The school has an outstanding capacity to improve further.

What the school should do to improve further

- Ensure a smooth transition in pupils' learning and personal development as they move through the school.
- Provide more opportunities for pupils to take on extra responsibilities and reinforce the social conventions of taking turns and listening to others.

Achievement and standards

Grade: 1

Achievement is outstanding and as a result standards are high. The proportion of pupils reaching the expected Level 4 and the higher Level 5 in the national tests far exceeds the national average. Children start at the school with skills that are well below average for their age and, by the end of the Foundation Stage, they achieve well in the learning goals expected of them. They are making good progress in their knowledge of sounds and letters and in their early writing. After this good start, pupils continue to make rapid progress. Consequently, standards are above average by Year 2 and well above average by the end of Year 6. Pupils with learning difficulties and disabilities make similar progress to others. They make huge gains from their starting points because they are given work that matches their needs and have good additional support from teaching assistants. Their achievement is equal to others because of the outstanding attention given to each individual pupil.

Personal development and well-being

Grade: 2

Pupils enjoy school and respond positively to the wide range of opportunities provided. Behaviour is good and most pupils abide by the rules they helped to draw up. The outstanding care, guidance and support successfully develop pupils' confidence and self-esteem and their sense of the important part they play in the school community. Pupils agreed when one boy said, 'At this school everyone cares about you and you know you can learn and get better.' A small number of pupils, despite making huge strides in developing their personal skills because of excellent support, still find it difficult to make appropriate choices and modify their behaviour. Attendance has improved and is around the national average and the school does all it can to encourage regular and prompt attendance. Pupils' spiritual, moral, social and cultural development is good and contributes well to their developing confidence and independence. Pupils do not always get enough opportunities to take on responsibilities in school, which would help to further develop their personal skills. Pupils are encouraged to express their opinions about what they do and how they learn, which helps them achieve so well. Pupils show a good awareness of healthy lifestyles and how to stay safe. The

richness and variety of the curriculum affords pupils with many opportunities to demonstrate their good citizenship qualities both in school and out of school on the many visits they make.

Quality of provision

Teaching and learning

Grade: 2

Teachers work hard to make lessons interesting and challenge pupils of all abilities. The effective support given to colleagues by school leaders in the drive to ensure that all teaching matches the best, means that pupils make excellent progress across the school. Teaching in the Foundation Stage is particularly effective because it encourages children to make choices and develop independence. Although pupils continue to make excellent academic progress, teaching does not afford pupils the same scope and variety of ways to learn as they experience in the Nursery and Reception classes. As a result they are not always able to build on their good personal skills. Pupils are encouraged to contribute, ask and answer questions in lessons and evaluate how well they are doing. These approaches help move learning on at a good pace. Skilled support staff make a good contribution to learning by working with small groups and individuals which helps pupils, particularly those with learning difficulties, to make rapid progress and participate fully in all activities.

Curriculum and other activities

Grade: 1

Links between subjects are excellent and make learning meaningful, exciting and relevant to pupils' lives. The curriculum is enhanced by a very strong creative element which is seen in the stunning artwork on display around the school, some of which has been recognised and exhibited at exhibitions. The school makes maximum benefit of the accessibility of art galleries, museums and theatres and the local environment. Visits, visitors to school and residential trips provide pupils with excellent first hand learning experiences and promote pupils' social development. A walk along the Thames provided powerful inspiration for fantastic artwork, geography and excellent poetry writing in Year 4. After a visit to an art gallery and museum the previous day, one Year 6 child said of her work on the Victorians, 'I understand it so much better now that I've got pictures in my head.' There are excellent links with a range of organisations such as Opera Thames, The National Theatre, music services and secondary schools. Clubs are popular and well attended and include cookery, singing, gardening, newspaper, football and gymnastics.

Care, guidance and support

Grade: 1

The school is very welcoming for children and their parents who are very positive about what the school offers. A parent said, 'My son has had specific needs which have been

very well provided for and as a result he has made good progress and grown in confidence in what can only be described as a nurturing, caring and supportive environment.' The induction into the Foundation Stage is planned very carefully and ensures that children are happy and settle quickly into school life. One parent said, 'My son just started school in September. He is disappointed when it's Saturday. I think that says a lot!' There are good procedures for child protection, health and safety. Excellent systems for tracking pupils' progress enables teachers to know exactly how well both individuals and groups of pupils are doing. Pupils know their own targets for learning and develop skills to evaluate their progress towards achieving them.

Leadership and management

Grade: 1

Leadership and management are outstanding. High standards have been maintained and improved because the headteacher is committed to pupils and staff achieving as well as they can and enjoying all the school offers. The headteacher is very well supported by all other staff and teamwork is strong. The school takes very good account of the views of children and parents. This helps to inform the excellent quality of its self-evaluation which is rigorous and clearly identifies strengths and priorities for improvement. This has been shown in, for example, in providing fortnightly newsletters, which has improved communication with parents and a positive impact on pupils' well-being by refurbishing toilets and providing healthier lunches. Governors are very involved and supportive and monitor the success of improvement activities. As a result of training the governing body has refined its working practice and has a clear action plan and agenda for its work. The issues in the last inspection have been dealt with very effectively.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing to let you know how much I enjoyed my visit to your school and what I found out. Thank you all for making me so welcome, for talking to me about your work and telling me what you think about your school. You and your parents told me how good your school is and I agree. It is outstanding.

These are the reasons why.

- You really enjoy being at the school. You showed me that you are proud of your school. You feel strongly that everyone should have equal opportunities to learn and be happy.
- Your teachers work very hard to make the school the exciting place it is and to provide you with so many interesting things to do.
- Your achievement in English, mathematics and science work is outstanding.
- Everyone in the school looks after you extremely well and they help you develop your confidence and the belief that you can succeed in whatever you do.
- Your headteacher and all the staff do an excellent job to make sure that everyone has a chance to succeed and to make the school even better.

These are things that could be better. As you go through the school you should have more opportunities to carry on learning in the same ways that you did in the Nursery and Reception classes. I know your headteacher is already looking at ways to make this happen. I also think that you must try to remember to give everyone a chance to say what they think and then listen to what they have to say. I really enjoyed the choir singing in assembly but I don't think that all of you listened carefully to the great singing which was a shame because it was really good. I think you could be given more responsibilities, for example those of you in the school council do a really good job but you said you would like to organise the meetings yourselves and I think you could do that very well.

I have to tell you how impressed I was with all of your wonderful artwork on display around the school. It was fantastic and I really loved the chairs you had made.

Thank you again for all your help and for being so friendly and interesting to talk to.

Yours sincerely Margaret Coussins
Inspector