

Myland Community Primary School

Mill Road, Mile End, Colchester, CO4 5LD

Inspection dates 11–12 February 2014

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		Requires improvement	3
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

- The quality of teaching is improving but is not yet fully effective in promoting good progress for all year groups.
- Teaching is not always successful in ensuring that pupils concentrate as hard as they should and sustain their focus on the task at hand.
- Standards at the end of Years 2 and 6 are broadly average. However, attainment in writing continues to lag behind that for reading and mathematics.
- The progress of disabled pupils and those who have special educational needs is not as rapid as that of other groups of pupils. This is because the work set for them is sometimes too easy and at other times too hard.
- Some teachers with additional responsibilities for overseeing subjects have not been in post long enough for their work to contribute to an increase in the number of pupils making good progress.

The school has the following strengths

- Teaching in the Reception classes ensures children settle in well and make good progress.
- An increasing amount of good teaching is improving pupils' progress, particularly in Years 2 and 6.
- The most-able pupils in Year 6 are on course to do well.
- Behaviour around the school is good and pupils are kept safe. The provision for pupils' personal development and for their spiritual, moral, social and cultural development is good.
- The headteacher and governing body are overseeing steady improvements in the quality of teaching, which in turn is bringing better pupil progress.

Information about this inspection

- The inspectors observed parts of 18 lessons and were accompanied by the headteacher during seven of these observations.
- Meetings were held with governors, parents, the headteacher, teachers with additional responsibilities, pupils and a representative of the local authority.
- The inspectors looked at the work in pupils' books and heard some pupils reading.
- The inspectors took into account the school's information about pupils' attainment and progress, its evaluation of its strengths and weaknesses and the resulting plans for improvement. The inspectors also looked at a range of documents and policies concerning school management and keeping pupils safe.
- The inspectors considered the 102 responses to Ofsted's online survey (Parent View) for the current year and 37 questionnaire responses submitted by staff.

Inspection team

Godfrey Bancroft, Lead inspector	Additional Inspector
Robert Bone	Additional Inspector
Vicky Parsey	Additional Inspector

Full report

Information about this school

- This school is a larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is below average, but rising.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational need is well below average.
- The proportion of pupils entitled to benefit from the pupil premium, the additional government funding for those known to be eligible for free school meals, looked after by the local authority or from service families, is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure that teaching is good or better for all year groups by:
 - making sure that pupils are focused on their work and concentrate fully on learning at all times
 - posing questions that extend pupils' thinking and draw on their existing knowledge and understanding
 - making certain that the work set for pupils is always hard enough to challenge them.
- Increase the rate of pupils' progress in reading, mathematics and particularly writing, so that it becomes good, by:
 - sustaining the focus on helping younger pupils to acquire a good knowledge of the sounds made by letters (phonics)
 - checking closely on the quality of pupils' writing across all subjects, providing them with advice about how to improve and ensuring that they follow it
 - helping pupils to consolidate and make use of their mental and oral skills in mathematics.
- Ensure that disabled pupils and those who have special educational needs make good progress at all stages throughout the school by:
 - having school leaders keep a close check on how well these pupils are making progress
 - making sure that teaching assistants have all the guidance and help they need in providing support for these pupils.
- Fully develop the role of those teachers who have additional responsibility for subject leadership so that their work contributes to a pattern of sustained good progress by:
 - consolidating the arrangements by which subject leaders check on the quality of pupils' work and respond to any shortfalls in progress
 - developing arrangements for subject leaders to report to the governing body about pupils' performance.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress across the school is inconsistent. The proportion of pupils making or exceeding the expected progress is improving, particularly in Years 2 and 6. However, progress slows down in Years 3 and 4.
- The progress of disabled pupils and those who have special educational needs also requires improvement because it is not as rapid as that of other groups. Across the school, there are not enough checks made to ensure that these pupils have work that is neither too easy nor too hard, and that they have the help they need to complete it.
- Children join the Reception classes with knowledge and skills that vary from year to year and often cover a wide range. When the current group of Reception children joined in September 2013, their knowledge and skills were close to the levels expected for their age. These children are making good progress. The proportion on course to start in Year 1 with a good level of development for their age is higher than that found in most other schools.
- At the end of Years 2 and 6, pupils' attainment in reading, writing and mathematics is broadly average, although standards in writing are not as high as those for reading and mathematics.
- In the current Year 6, a rising proportion of more-able pupils is making good progress and is on course to attain at higher than expected levels. Pupils who come from minority ethnic backgrounds are well represented within this group. This picture is confirmed by the work seen in pupils' books and by the progress observed during lessons.
- Pupils enjoy reading. In 2013, results in the national phonics (the sounds made by letters and words) screening check for pupils in Year 1 were below national levels. Teachers in Year 2 have focused successfully on helping these pupils to catch up, to the extent that pupils' reading levels now match those expected for their age.
- Pupils entitled to benefit from the additional pupil premium funding are, with some variations, doing well. In 2013 they did not do as well as similar pupils in other schools. They are currently doing every bit as well as other pupils in the school. Those in Year 6 are on course to be about two terms ahead of similar pupils in other schools by the time they leave at the end of this school year.

The quality of teaching

requires improvement

- Teaching is improving in many parts of the school and much of that seen during the inspection was good. However, pockets of teaching still require improvement.
- In lessons that require improvement, teachers do not ensure that pupils are giving sufficient attention to the work set for them and are concentrating as hard as they should be. Teachers do not always phrase or target questions in ways that challenge and extend pupils' knowledge and understanding. Similarly, they do not always ensure that the work they set is hard enough. When this occurs, pupils find the work too easy and their attention starts to drift.
- There are times when teaching does not focus closely enough on making sure that the progress of disabled pupils or those who have special educational needs is rapid enough. Teaching

assistants do not always get the guidance and support they need when helping these pupils.

- Teaching, especially in Years 2 and 6, is becoming increasingly effective at ensuring that pupils have the basic skills they need to read, write and tackle mathematical problems successfully. However, the quality of pupils' writing in English lessons is much better than in other subjects. In other subjects, teachers tend not to give sufficient attention to ensuring that pupils apply the skills they have acquired during other lessons that have focused precisely on improving their writing. Similarly, some mathematics lessons do not focus sufficiently on enhancing pupils' mental and oral skills, and providing opportunities for pupils to use these skills.
- Teaching is good in the Reception classes where lessons frequently capture children's enthusiasm and interest.
- Many teachers and teaching assistants do a good job in promoting pupils' speaking and listening skills. As a result, pupils are confident to talk about their work and to stand up in lessons and address their classmates.
- Teaching assistants often make a valuable contribution to pupils' learning, especially to that of pupils who are entitled to benefit from the additional pupil premium funding. This is particularly evident when these pupils are taught individually or in small groups under the guidance of class teachers. In these sessions, activities are tailored precisely to addressing the areas where pupils might otherwise have fallen behind.
- Assessments of pupils' attainment and progress are now regular and accurate, although this has not always been the case. Marking is helpful and often provides pupils with sound advice about how to improve their work. While this is particularly so in English and mathematics, in which pupils know their targets for improvement, it does not always extend to other subjects.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. Lessons are rarely disrupted by unacceptable behaviour. However, when teaching fails to capture their interest, pupils engage in social chit-chat rather than concentrating on their learning.
- Behaviour around school is good and no pupils have been excluded for unacceptable behaviour for as long as records go back. Pupils are courteous and well mannered. They show care and kindness towards their fellow pupils.
- Pupils' attendance has improved to the extent that it is now above average.
- The school's work to keep pupils safe and secure is good. Pupils say they enjoy school and feel safe, a view endorsed by most parents. The school ensures that pupils are well versed about how to take care of themselves in school and beyond.
- Pupils appreciate the help they receive. They particularly appreciate the support provided by the recently appointed learning mentor. Pupils are confident that should they experience any problems, be these academic or personal, they will receive all the support they need. A Year 6 pupil said: 'Teachers help us to do our best. They push us, but in a nice way and always encourage.'
- Pupils say that bullying is rare and instances are invariably resolved amicably. Pupils are fully aware of what constitutes bullying in its various forms, including cyber bullying and bullying of a

racist nature.

The leadership and management requires improvement

- Some of the teachers who carry additional responsibilities, such as for leading subjects, have not been in post long enough for their work to have a full impact on increasing pupils' progress. They are steadily coming to terms with the need to check on standards and progress in their subjects, to identify what needs to be improved and how these needs might be addressed. This includes checking on the progress of disabled pupils and those who have special educational needs. As yet, arrangements for subject leaders to report to governors about their subjects are not in place.
- The headteacher, the Chair and Vice-Chair of the Governing Body have an accurate and realistic view of the school's performance. They recognise what needs to be improved and have plans in place to bring about these improvements. They are fully committed to ensuring that every pupil is able to do their best.
- Current improvements in attendance, the quality of teaching and in pupils' progress, particularly that of the most able, point clearly towards the school's potential to improve in the future.
- Arrangements to reward good teaching are linked directly to targets for pupils' attainment and progress. The returned questionnaires show that morale is high and staff are proud to work for the school. Arrangements for the continued professional development of staff are proving to be increasingly effective in bringing about improvements. Staff who are new to the profession are full of praise for the support they are receiving to develop their skills.
- The programme of learning in the Reception classes promotes good progress. Older pupils benefit from an enjoyable and interesting range of lessons. Additional activities support their personal development well and are bringing about steady increases in their progress. Science, music and sport all have a high profile. Pupils talk with pride about opportunities to sing at a major concert venue in London. They are also very enthusiastic about the range of educational visits, such as the planned trip to Whitby for Year 6.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils get along together very well and they are justifiably proud of the school's reputation for racial harmony.
- Parents who spoke with inspectors were very positive about their children's education. In their responses to the online survey, several parents expressed disquiet about how the school listens to their views, responds to their concerns and provides them with information about their children's progress. Inspection evidence indicates that these concerns are unfounded. However, the school recognises the need to ensure that all parents are well informed and happy with the quality of its work.
- Additional funding to support pupils who are entitled to the pupil premium is being used to increasingly good effect and these pupils are currently making good progress. The primary school sport funding is also being used to good effect. Pupils speak positively about the sports in which this funding enables them to participate. The funding is also helping to improve the co-ordination, confidence and basic skills of pupils who have previously struggled with this aspect of their learning.
- The school purchases support from the local authority. Local authority advisers visit on a termly basis and are making a helpful contribution to the school's self-evaluation and to identifying and

addressing areas for improvement.

■ **The governance of the school:**

- The Chair and Vice-Chair of the Governing Body provide good leadership. They are well informed about all aspects of the school's work and well placed to hold school leaders to account for the quality of their work. Governors have worked successfully to ensure the school has filled all its governor posts. While several governors are recent appointees, they are growing into the role and benefiting from good training opportunities and from the experience of the Chair and Vice-Chair. As well as being regular visitors to the school, governors are provided with helpful information about pupils' progress and about the quality of teaching, although teachers with subject responsibilities are not currently involved in providing this information.
- Governors are involved appropriately in the performance management of senior staff and ensuring that rewards for good teaching have a direct link to targets for the improvement of pupils' progress. Governors have a strong grasp of how the available funding is spent and ensure that it is used wisely. They know about the present positive impact of the pupil premium funding and the primary school sport funding. The school's arrangements for safeguarding and child protection meet current 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

Unique reference number	114708
Local authority	Essex
Inspection number	430748

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	326
Appropriate authority	The governing body
Chair	Heather Payne
Headteacher	Debbie Griggs
Date of previous school inspection	21 May 2012
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