

# Inspection of a school judged good for overall effectiveness before September 2024: Myland Community Primary School

Mill Road, Mile End, Colchester, Essex CO4 5LD

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Inspection dates:

25 and 26 February 2025

## **Outcome**

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils love coming to school. They say their teachers are kind. This reflects the strong relationships between pupils and staff. Pupils respond positively to the high expectations of achievement set by staff. Pupils achieve highly.

Pupils' behaviour is exemplary. They attend school well, keen to win the prized 'Valerie the bear' for the best weekly class attendance.

Pupils' learning comes to life through memorable experiences, such as visits from a rampaging T. rex and ancient civilisation workshops. Younger pupils learn to care for hatching ducklings. Pupils visit local historical sites, nature reserves, farms and museums, as well as enjoying residential stays.

Pupils have plentiful opportunities to explore their talents and interests through theatre workshops, opera projects and playing musical instruments. They can take part in national singing events and the school's own 'Myland's got Talent' show. Many pupils attend the extensive range of clubs, which are open to all. These include film, singing and signing, pop choir and big art. Pupils engage in a wide range of sporting competitions. Pupils carry out meaningful roles in school proudly and with great maturity. These include sports leaders, buddies for new children, 'special helpers' and school councillors.

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

The school's ethos of 'every child can, and every child will' is at the heart of the revised curriculum. The curriculum is highly ambitious for all. It is organised carefully to help pupils remember the most important knowledge. Teachers provide activities that help

pupils remember this knowledge. Teachers check that pupils can apply this knowledge appropriately. This helps pupils to achieve consistently well.

The school's provision for early reading is exceptional. Pupils start learning phonics as soon as they begin in school. Expert staff deliver the phonics programme effectively. Pupils enjoy learning phonics. Staff are tenacious in checking that pupils can articulate sounds correctly. Staff identify swiftly any pupils who need extra help to keep up. This support is successful in helping pupils to become confident, fluent readers.

This robust foundation in reading enables pupils to succeed across the whole curriculum. For example, pupils are able to read complex vocabulary, which helps them to access complex mathematical tasks. In other subjects, pupils can read very sophisticated texts that help them to learn more new knowledge. Pupils show this knowledge through their high-quality written work. Pupils have a solid foundation of knowledge in readiness for secondary school.

Inclusivity is at the heart of this school. For example, all pupils learn sign language. They start their day by signing 'hello' to each other and to adults. This helps to set the tone of mutual respect that pervades the school. The provision for pupils with special educational needs and/or disabilities (SEND) is a strength. The identification of pupils' needs is rapid and precise. Any targeted support that is needed is swift and well considered. Highly-trained staff adapt learning activities to help pupils with SEND access the curriculum successfully. Pupils with SEND thrive.

The school develops pupils' awareness of cultural diversity effectively. For example, pupils learn about other cultures and faiths through expressive dance. They explore the origins and meaning behind these dances. Pupils' interactions embody their understanding of tolerance and mutual respect.

The school ensures that pupils are prepared exceptionally well to be responsible citizens. Fundamental British values are woven through the curriculum as 'golden threads'. For example, the origin of democracy and the rule of law are explored in history. Pupils also vote for their school councillors. The school ensures that pupils have a range of opportunities to consider their future careers. This helps pupils to have very high aspirations for their futures.

The school motivates pupils to make a meaningful contribution to their community. This includes participating in fundraising activities. For example, pupils currently sponsor a rhinoceros in the local zoo. Pupils support the local food bank, go litter picking and engage with local elderly residents. Pupils also look after the school's peace garden and have won the 'schools in bloom' award. This enables pupils to take responsibility as future citizens and witness the impact of their positive contributions to the local community.

The school ensures that staff have the expertise to deliver the curriculum to a very high standard. Leaders take every possible action to ensure that staff's workload is appropriate and to prioritise staff well-being. Governors have a very strong oversight of the school's work. They are extremely proud of the school's achievements in securing improvements.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in July 2016.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	114708
<b>Local authority</b>	Essex
<b>Inspection number</b>	10378447
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	310
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Simon Newell
<b>Headteacher</b>	Debbie Griggs
<b>Website</b>	<a href="http://www.mylandprimary.co.uk">www.mylandprimary.co.uk</a>
<b>Dates of previous inspection</b>	26 and 27 February 2020, under section 8 of the Education Act 2005

## Information about this school

- The school runs a breakfast and after-school club.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector met with the headteacher and other school leaders.
- The inspector met with representatives from the governing body, including the chair of the governing body.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector scrutinised the school's records of behaviour and attendance and spoke with several groups of pupils to understand their experiences of school.
- The inspector considered responses to Ofsted's online pupil and staff surveys. The inspector also considered responses to Ofsted Parent View, including the free-text comments.

### **Inspection team**

Rowena Simmons, lead inspector

Ofsted Inspector

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