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Mrs E Bradshaw  
Mayespark Primary School  
Goodmayes Lane  
Ilford  
IG3 9PX

Dear Mrs Bradshaw

### **Notice to improve: monitoring inspection of Mayespark Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 3 November 2010 and for the information which you provided during the inspection. Please convey my thanks to the staff and pupils, the local authority improvement adviser and the acting Chair of the Governing Body who spoke to me about the school's work.

Following the last inspection, 16 new members of staff joined the school at the start of the current academic year. Local population growth has increased the school roll and an extra class opened in September 2010. Plans are in place to elect a permanent Chair of the Governing Body.

As a result of the inspection on 24 March 2010, the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

Pupils in Year 6, who took the national tests in English and mathematics in May 2010, achieved average results, which were the best for the school in the last three years, with most Year 6 pupils reaching the nationally expected level for their age group. However, a few of the more able pupils did not reach the higher level. Results also improved in science, notably in the proportion reaching Level 5. In Year 2, results declined and were broadly average.

Prior to the last inspection, school improvement planning was underway. Since then, an audit on the areas for improvement, combined with a clear strategic plan, have been used well to accelerate progress and raise achievement. Initiatives, including a range of projects with external partners, have been introduced to challenge the more able pupils and further work is planned. However, pupils identified as gifted and talented say that while work is more challenging, it is not always so.

Much good work is being done to develop teaching and learning. The quality is improving and, as a result, planning is much improved and work is better matched to pupils' needs. Intensive coaching and team teaching with clarity about expectations for good or better teaching and learning have resulted in teachers taking ownership of the changes to accelerate progress. Talk is integrated into planning and used for a range of purposes. However, the school recognises that there is still much to do to increase pupils' confidence to explain and develop their ideas.

A range of intervention strategies is used well to help pupils adapt their style and form for different readers, develop and organise their ideas. The school recognises that writing skills are not as strong as other literacy skills. In particular, pupils are not yet using a range of complex sentences accurately. A good start has therefore been made to increasing pupils' vocabulary and their understanding of using punctuation accurately and basic sentence structure correctly. There is, however, too little emphasis on handwriting and presentation skills. The school's work on developing science is leading to pupils' engaging in and enjoying investigative work, which involves teamwork, and learning outside the classroom. In particular, enrichment activities with external partners, including links to research in the North Pole, are helping pupils to achieve well in science.

The monitoring of pupils' progress and target setting is well managed. Systems for recording progress are fully in place and there is rigour in analysing the progress of different groups and individuals. Marking is constructive with useful comments to help pupils improve their work. However, the day-to-day tracking and target setting, introduced at the start of the current term is at an early stage of development.

Developments are well led by the senior team. They have a clear and realistic understanding of the school's work and what remains to be done. As a result, accountability has improved and there is work planned with the local authority to increase the governing body's capacity to challenge the school's performance. The school is receiving very good support from the local authority. Most notably, it has brokered a deal and secured an experienced part-time assistant headteacher to strengthen the senior team until the end of the spring term. The wide range of support, advice and resources has helped the school to tackle the areas for improvement. As a result, the school is well placed to sustain the improvements.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Carmen Rodney  
**Her Majesty's Inspector**

### **The areas for improvement identified during the inspection which took place in March 2010**

- Raise attainment in writing and science to enable all pupils to reach their potential by:
  - ensuring teaching consistently challenges the more able pupils
  - involving pupils in assessing their own work and knowing independently how to improve
  - giving pupils more time to plan and carry out scientific investigations and to think at higher levels through developing their conclusions
  - making sure pupils have more opportunities to practise and extend their writing.
- Giving pupils consistent opportunities to talk in lessons, to rehearse their ideas, develop subject-specific vocabulary and explain their thinking so that teachers can build knowledge and understanding to higher levels.
- Monitor pupils' progress more regularly throughout the school to ensure targets and subsequent actions are challenging enough, and revise targets upwards when pupils make good progress and reach targets early.