

Mayville Primary School

Inspection report

Unique Reference Number	133525
Local Authority	Waltham Forest
Inspection number	360526
Inspection dates	30–31 March 2011
Reporting inspector	Marion Wallace

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Rasheed Dauda
Headteacher	Carnett Russell
Date of previous school inspection	24 January 2008
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Introduction

This inspection was carried out by four additional inspectors. They observed 27 lessons given by 17 teachers. They held meetings with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at its improvement plan and those of subject departments, minutes of governing body meetings, pupils' work, assessment information and curriculum planning. In addition, 44 parents' and carers' questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The provision for mathematical development in the Early Years Foundation Stage and the progress children make in this area of learning.
- The challenge for more-able pupils in Key Stage 1.
- The progress Key Stage 1 pupils make in writing and mathematics.
- The provision and progress of pupils with special educational needs and/or disabilities at the level of school action.

Information about the school

Mayville is a large primary school. The very large majority of pupils are from minority ethnic groups and the predominant groups are African, Caribbean, Pakistani and Eastern European. The percentage of pupils who speak English as an additional language is well above average and a small minority of pupils are in the early stages of learning English. Thirty eight languages are spoken. The percentage of pupils with special educational needs and/or disabilities is well above average, but the percentage of pupils with a statement of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is well above average. Mobility is very high and many pupils join and leave other than at the usual times. The Early Years Foundation Stage provision is in a part-time Nursery and two Reception classes. The school has achieved the Healthy School Status, Becta Award and the Intermediate International Schools Award. The school has a breakfast and an after-school club. This provision is managed by the school's governing body and was inspected by the team.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Mayville Primary is a good and rapidly improving school. Pupils achieve well and thoroughly enjoy learning. The school is popular with both pupils and parents and carers. There is a strong commitment from all staff to provide each pupil with the best possible education. Parents, carers and pupils appreciate the good quality care provided by the school and good quality learning opportunities. Inspection evidence confirmed that the school is making good progress towards meeting the aims of its mission statement: 'Working together in the pursuit of excellence for all.' One parent summed up the views of the vast majority of responses saying: 'I am happy, the teachers are very friendly and helpful, they show patience and understanding, communication is good.' Pupils confirmed an equally positive view: 'We are very lucky this is a good school it feels like a big family, we learn a lot in lessons and we have a lot of opportunities.' The headteacher, governing body and senior management team provide strong leadership and clear educational direction that is ensuring good outcomes. These are the key strengths of the school:

- Pupils achieve well and make good progress throughout the school in all aspects of their learning because teaching and learning are good.
- Relationships are strong and the school ethos is warm and welcoming and consequently pupils make good gains in their personal development.
- Pupils gain a good knowledge and awareness of how to stay fit and healthy and lead an active lifestyle. This has been acknowledged by Healthy School Status.
- Children get off to a flying start in the Early Years Foundation Stage because provision is good.
- Care, guidance and support are strong, so pupils behave sensibly and are enthusiastic learners who have a mature attitude to their work.
- Good links with parents and carers and the local community contribute effectively to the provision.
- Community cohesion is good at school, local, national and international levels.
- Good partnership links with Leyton Orient Football Club, Magic Breakfast, Mosaic, Camden Business and other external agencies enrich the provision and enable pupils to benefit from additional cultural and sporting activities.

The effective systems for evaluating the strengths and weaknesses of the school, together with the school's good organisation, strong and shared vision, continual drive for improvement and success in tackling issues identified in the last report, demonstrate its good capacity to continue moving forward.

These are the key areas for improvement which remain:

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- While increasing numbers of pupils are reaching the expected levels at both key stages in English, mathematics and science, the number of pupils reaching the higher levels are not consistent over time. Teachers occasionally miss opportunities to challenge more-able pupils in lessons and in marking pupils' work.
- Although attendance and punctuality have improved a lot they are not yet consistently good over time.

What does the school need to do to improve further?

- Raise attendance and punctuality through more rigorous monitoring and by increasing parents' and carers' awareness of the positive impact that regular attendance has on their children's learning.
- Increase the proportion of pupils reaching the higher levels in writing, mathematics and science throughout the school by ensuring that teachers use assessment information more rigorously to plan challenging tasks for more-able pupils
- Ensure that high quality marking is consistent in all classes so that more-able pupils know clearly how to improve their work.

Outcomes for individuals and groups of pupils**2**

From low starting points, achievement is good and pupils reach broadly average standards by the time they leave the school. Outcomes in Key Stage 1 have improved significantly this year because of better teaching and learning. Progress is good for all groups of pupils across the school, including those with special educational needs and/or disabilities, because lessons are well planned and good relationships with staff contribute to a positive climate for learning. In a Year 2 mathematics lesson, all pupils made excellent progress in their understanding of simple multiplication and ability to record number patterns. Pupils throughout the school are confident writers because good teaching encourages them to use their imagination, especially when writing poems. One Year 2 pupil wrote, 'In the raindrops I can see beautiful, sparkling flames dancing.' Year 6 pupils know the ingredients needed to create atmosphere in their writing. When writing a mystery story one pupil wrote, '...covered with a blanket of rotting fungi'. All teachers consistently encourage pupils to assess their own work and give feedback on their own learning.

Examination of pupils' work confirms that improving literacy, numeracy and information and communication technology (ICT) skills are contributing well to their future economic well-being. Numeracy and literacy skills have improved throughout the school because of successful initiatives put in place to raise standards. All pupils take a pride in their work which is neatly presented. The school's tracking data and inspection evidence, however, indicate, while increasing numbers of pupils are reaching the expected levels, the number of pupils reaching the higher levels in writing, mathematics and science are not consistent because there are not always enough opportunities to fully challenge more-able pupils.

Pupils enjoy coming to school and they are polite to visitors and sensitive to the needs of others. Attendance and punctuality have improved because of the many strategies put in place to encourage this. Good levels of attendance and punctuality, however, are not yet consistent over time. Pupils develop good awareness of their own personal safety and they say they feel very safe in school. They know what constitutes a healthy lifestyle and they recognise healthy food options, for example they stated clearly that the corn dogs were

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much healthier than the samosas. Pupils enjoy attending the wide range of activity clubs. They particularly enjoy the football with Leyton Orient Football Club. Pupils work well with others in small and larger groups. They learn to make a positive contribution to their school and local community. Pupils show good awareness of their environment and understand the philosophy behind 'fair trade'. Eco projects have increased pupils' knowledge and awareness of recycling and making their own compost. Older pupils help responsibly in the hall at lunchtime and the buddy system gives them opportunities to read to younger pupils. The school council successfully raises money for local and international charities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good attitudes and behaviour contribute to a positive climate for learning. Teaching is good overall; the large majority of lessons observed during the inspection were good and a few were outstanding. Teachers use assessment information well to plan interesting work. Occasionally, however, more-able pupils are not always given sufficiently challenging work and sometimes teachers miss opportunities to challenge pupils when marking their work. Teachers use questions well to check pupils' knowledge and understanding and pupils enjoy well-planned opportunities to evaluate their own learning and that of others. Older pupils know what level they are working at and most can identify what they have to do to improve. Pupils with additional needs and pupils who speak

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English as an additional language are very well supported by teaching assistants in class and small groups so they make good progress.

Pupils enjoy the curriculum and this contributes to their enthusiasm for learning. The curriculum is well planned but is not always closely matched to the needs of all groups of pupils especially the more able. The strong personal and social education programme assists pupils' good personal development. Pupils said that they enjoy the trips and learn a lot from them. Literacy skills and information and communication technology are used well to support learning in other subjects. Visiting drama groups, poets and sports coaches all enrich the provision. The visiting poet inspired pupils to think of exciting words to enrich their poetry. Older pupils were inspired to write their own newspaper article about Macbeth after a Shakespeare workshop led by a visiting drama group.

The caring ethos results in happy pupils who enjoy school life. Pupils' needs are central to the work of the school and all adults effectively help children and parents and carers to get the best from learning. Pupils appreciate their environmentally friendly school with compost bins in the playground and various recycle bins in classrooms. The learning mentor, breakfast club and after-school club all make a significant contribution to care and support. The school works effectively with external support agencies to support pupils with special educational needs and/or disabilities. Pupils who are in the early stages of learning English are well supported and consequently they make the same progress as their peers. Support for more able-pupils is less well developed. There are good induction and transition arrangements for children entering the school in the Early Years Foundation Stage and for pupils at other points during the school year and when moving on to other schools.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's skilful management and efficient leadership have permeated the school. All leaders communicate ambition very effectively and they have a modest but thorough understanding of the strengths and weaknesses of the school. The leadership and management of teaching are rigorous and have ensured that the vast majority of teaching is at least good or better. The headteacher inspires others; consequently, pupils and all staff are encouraged to strive for the very best they can achieve. There is a strong sense of purpose and desire to overcome any difficulties. All staff are keen to go the 'extra mile', making sure pupils achieve well and aim for high quality in their work. The headteacher and the senior management team lead the school very effectively, valuing the work of others and encouraging them to take responsibility.

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The governing body ably supports staff in work to improve the school and is increasing the degree of challenge offered to ensure school improvement initiatives are successful. It monitors and evaluates the work of the school effectively but needs to be more rigorous when checking policies. All safeguarding procedures and checks on adults are adequate and meet requirements. Tracking of progress over time is thorough and senior leaders quickly identify any dips and swiftly put sensible strategies and interventions in place to promote improvement. Appropriate developmental areas to improve further the effectiveness of the school are clearly identified in the school improvement plan.

Cultural diversity of the school is valued and celebrated and, consequently, the promotion of community cohesion is very effective because pupils develop a good understanding of the school, local, national and global communities for their age. The school has well-established links with schools in New York, India and Norfolk and the 'Mosaic' project for mothers and daughters is very successful. Actions to promote community cohesion and their impact are effectively monitored. The school promotes equalities well, as reflected in the profile of good achievement across groups. It also tackles any form of discrimination decisively. The school deploys its resources well, particularly to improve provision for pupils who need the extra support and intervention.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children soon settle into the Nursery and Reception classes because links with parents, carers and the local community are good. Most children join the Nursery class with skills and experiences below those expected for their age. A significant number of children enter the school into Reception speaking little or no English. Children make good progress in both the Nursery and Reception classes in all areas of learning but overall standards are still below average when children enter Year 1.

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Relationships are strong and, consequently, children make good progress in their personal development. Expectations are very clear and children all learn to behave well. Children make good progress in their speaking and communication skills because teachers encourage them to respond to individual questions and to talk about their ideas. Personal aspects of care and welfare are good and this contributes to a very positive start. Staff provide interesting activities and children have good opportunities to learn through activities led by adults and those they choose for themselves. Good teaching, good links with parents and carers and well-planned induction arrangements contribute successfully to children's enjoyment of school. Opportunities for using the outdoor area to enhance all areas of learning are well developed. Most activities are fun and challenging. Teachers seize every opportunity to extend awareness of mathematical learning. Children in the Nursery were very excited by the nine live chicks in their classroom. They learnt to identify and name the main body parts. More-able children recognised that the chick's beak looked like a triangle. They are encouraged to develop independence by tidying up at the end of sessions. Children in Reception make good progress in learning to link sounds to letters, identifying the number of 'sound buttons' in words and in learning to recognise the positional language in the 'Three Billy Goats Gruff' story.

Teachers are quick to spot talent. Nursery children had excellent opportunities to choose their favourite songs and play a musical instrument. They managed to play quietly for 'Twinkle Twinkle Little Star' and with exuberance for 'Clap to the ceiling, clap to the floor'. One talented child played a variety of different rhythms on the drums and the rest of the class responded with their 'boogie' movements. Occasionally, however, opportunities to challenge different groups of children, especially the more able, in some classes are missed.

Provision for children new to this country is good and they make very good progress because of the quality of support they receive. The provision is well-led and managed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

There were 44 responses from parents and carers; this is a low response for a school of this size. Most parents and carers are happy with the school. The overwhelming majority of parents and carers that responded said that their children enjoy attending and almost all said their children make good progress. Parents and carers regard the school as very safe, caring and supportive. The vast majority of parents and carers felt that the school provides a very safe learning environment. They identify a number of strengths in the school including: the good quality of teaching and learning; the good progress all pupils

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make; the good care and support for pupils and families who are new to this country; relationships with staff; the school ethos; the children's enjoyment; and the good leadership and management of the school. There were very few criticisms from parents and carers. Inspection findings confirmed the positive views expressed by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mayville Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 480 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	77	9	20	1	2	0	0
The school keeps my child safe	29	63	14	32	1	2	0	0
My school informs me about my child's progress	28	64	14	32	2	5	0	0
My child is making enough progress at this school	19	43	24	55	1	2	0	0
The teaching is good at this school	26	59	15	34	1	2	1	2
The school helps me to support my child's learning	26	59	16	36	2	5	0	0
The school helps my child to have a healthy lifestyle	26	59	17	39	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	48	19	43	1	2	0	0
The school meets my child's particular needs	18	41	21	48	4	9	0	0
The school deals effectively with unacceptable behaviour	23	52	13	30	3	7	0	0
The school takes account of my suggestions and concerns	15	34	20	45	2	5	5	11
The school is led and managed effectively	20	45	20	45	1	2	2	5
Overall, I am happy with my child's experience at this school	26	59	16	36	2	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 April 2011



Dear Pupils




Inspection of Mayville Primary School, Leytonstone, London E11 4PZ



Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers and will remember how polite you all were and how much you all enjoyed your literacy week, especially the poetry and Shakespeare workshops.

You and your parents and carers told us that Mayville Primary is a good school, and we agree. These are the things we found that your school does well:

- You get off to a good start in the Nursery and Reception and make good progress throughout the rest of the school.
- Good teaching ensures your attainment is average in English, mathematics and science by the end of Year 6.
- Your teachers work hard and this helps you do well in your learning.
- You all enjoy school and benefit from the many fun activities, clubs, visits and visitors. 
- Your behaviour is good, and you are sensible and know how to keep safe.
- You develop good knowledge and awareness of how to stay fit and healthy.
- Your school shows good care towards you all and teaches you how to care for others.
- You develop a good awareness of your school, local, national and global communities.
- Your headteacher, senior teachers and the governing body lead the school well, and all the staff work effectively together as a team to make sure that Mayville Primary is a safe and secure, fun place to learn.



There are two things we have identified for staff and governors to improve:

- Ensure your teachers challenge you at all times, particularly those who can do more challenging work to reach higher levels in their work especially in writing, mathematics and science.
- Help you to improve your attendance and punctuality even more by encouraging you to arrive on time for school and avoid taking time off school during term time.



Thank you for a very enjoyable and memorable visit to your school, and best wishes for your future. You can all help by continuing to work really hard.



Yours sincerely

Marion Wallace

Lead inspector

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