

# The Mawney School

## Inspection report

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<b>Unique Reference Number</b>	131426
<b>Local Authority</b>	Havering
<b>Inspection number</b>	360273
<b>Inspection dates</b>	9–10 June 2011
<b>Reporting inspector</b>	Gordon Ewing

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

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<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tracy Layton
<b>Headteacher</b>	Craige Brown
<b>Date of previous school inspection</b>	28 February 2008
<b>School address</b>	Mawney Road Romford Essex RM7 7HR
<b>Telephone number</b>	01708 741612
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## Introduction

The inspection was carried out by three additional inspectors. They visited 14 lessons, observing seven teachers. Meetings were held with the headteacher, other senior leaders, members of the governing body, members of staff and groups of pupils. Informal discussions were conducted with some parents, carers and pupils. Inspectors observed the school's work, including the systems for assessing and monitoring pupils' progress, pupils' work and teachers' planning and marking. Inspectors took account of questionnaires completed by 84 parents and carers, 23 staff and 92 older pupils.

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

- The relative rates of progress through the school of all pupils in English and mathematics, and especially higher attainers, those with special educational needs and/or disabilities and those of White British heritage.
- The steps taken since the last inspection to improve attendance and reduce the persistent absence of a few pupils.
- How effectively leaders at all levels monitor the quality of teaching and ensure that assessment information is used effectively, and the impact of the strategies to improve the quality of teaching and to secure consistently good rates of learning.
- How effectively new approaches to the curriculum are matched to the needs of a diverse range of pupils.
- The rigour and accuracy of the school's self-evaluation and its effectiveness in setting a challenging agenda for sustained improvement.

## Information about the school

The Mawney Foundation is smaller than the average sized primary school. The proportion of pupils from minority ethnic backgrounds is well above average. The largest group of pupils (50%) is of White British heritage. A high proportion of pupils are learning English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils who have special educational needs and/or disabilities is above average; predominantly, these pupils have behavioural, social and emotional difficulties or moderate learning difficulties. The school gained Foundation status in 2009 and plans are in place to increase the roll to two-form entry from September 2011. The current headteacher was appointed in 2008.

A breakfast club, managed by the governing body, runs daily for up to 25 pupils.

**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

The Mawney Foundation is a good school where pupils develop into happy, confident and enthusiastic learners. It has improved significantly since the last inspection because the strong leadership of the headteacher has set out a clear vision that is shared by the whole school community. Pupils and staff are justly proud of their achievements and an air of expectation permeates throughout the school. Relationships are strong and the school provides all pupils with a cohesive and harmonious community in which to learn and play. As one pupil commented, 'It's a very good school and we take good care of one another.'

As a result of significant improvements in the quality and consistency of teaching, levels of attainment in reading, writing and mathematics have been steadily rising in recent years. Consequently, pupils make good progress so their attainment is broadly average by the time they leave at the end of Year 6. Those with special educational needs and/or disabilities, higher attainers and those of White British heritage make similar rates of progress from their starting points. Furthermore, pupils for whom English is an additional language are now making good progress as result of recent targeted initiatives to raise their levels of achievement.

In lessons pupils are determined learners and work with high levels of cooperation and perseverance. They share ideas confidently in group work and with their talk partners, which boosts their basic skills and raises their self-confidence. They display evident respect towards each other and their behaviour in lessons and at break times is good. Teachers have a good understanding of the needs of every pupil but their use of day-to-day assessment in moving learning forward rapidly lacks precision. New initiatives to refine teachers' marking and teaching towards focused learning objectives are still bedding in and inconsistencies remain. Consequently, pupils do not have a confident grasp of their personal targets or how to take the next step to improve their learning. Additionally, pupils are not given enough opportunities to evaluate their own work or that of their peers and the acquisition of independent learning skills in open-ended situations is underdeveloped. This results in pupils being too reliant on the teacher for guidance and support. New approaches to enhance the good curriculum are having a striking impact on pupils' learning and new creative elements are providing opportunities to expose pupils to more thought provoking and inspiring activities.

The determined drive and aspirations of the headteacher are ensuring that the school is not complacent and a challenging agenda for improvement has been set to move the school rapidly forward on a number of key fronts. As one parent wrote, 'The school is led very effectively.' The school's self-evaluation is accurate and focused so that improvement planning is systematic and well targeted. Prompt identification of specific needs ensures that potentially vulnerable pupils are well supported so that they make the most of their time at school. School leaders, including the effective governing body, work well as a team

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in reviewing the work of the school and in tackling underachievement. Governors, in particular, have played a key role in eliminating a significant budget deficit and in the school's application to gain Foundation status. Taking into account substantial improvements since the last inspection, especially rising levels of attainment, improvements in the quality of teaching and the strong support of all stakeholders, the school demonstrates a good capacity to sustain further improvement.

## What does the school need to do to improve further?

- Improve the use of assessment to support learning and, as a result, further improve attainment and levels of progress for all pupils, by:
  - providing further training so teachers understand how to make rigorous use of assessment information to plan work that is better tuned to pupils' day-to-day learning needs
  - involving pupils in the setting of learning targets, developing their skills in checking their own and others' progress and increasing their independence
  - observing lessons termly, scrutinising pupils' work and improving teachers' marking and feedback so that pupils are better prepared for the next step in their learning.
- Improve pupils' understanding of how to develop their independent learning skills by ensuring teachers:
  - develop a range of appropriate resources to support pupils in increasing their ability to tackle tasks independently
  - implement and embed problem solving activities in all areas of the curriculum to ensure pupils understand and apply problem solving skills in a range of situations so that they become more self-reliant
  - promote further the school's initiative to develop core learning skills so that pupils apply key skills confidently and independently in lessons and at home.

## Outcomes for individuals and groups of pupils

**2**

Achievement is good and pupils' enjoyment and respect for their school are tangible. Rates of progress for all groups of pupils, including those with special educational needs and/or disabilities, are good in the very large majority of lessons. Pupils feel secure, know how to remain safe and know to whom they can turn if they have worries. They are courteous, considerate and respectful of one another's backgrounds and interests. They know how to adopt healthy lifestyles, for example, in eating five sorts of fruit and vegetables each day. They are keen participants in regular physical activity and the large majority take advantage of the numerous sports and after-school clubs available to them. Attendance is improving, even for those who continue to be persistently absent, as the school is strident in encouraging full attendance through a range of incentives and awards.

A particularly impressive feature is pupils' attitudes to learning. Their desire to learn is clearly evident, even when, on occasions, the teaching is less stimulating and challenging. In a good numeracy lesson, pupils were enthusiastically tackling problems involving simple algebra and division. More demanding problems were set for higher attainers who rose to

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the challenge well by breaking the task down systematically and using inverse strategies to check their calculations. The teaching assistant ably supported a small group by encouraging them to check their answers with a multiplication grid. The teacher's good subject knowledge and high order questioning ensured that all pupils were kept on their toes.

Pupils take on additional responsibilities with vigour and purpose. They are proud of their contribution to the school community through initiatives such as running the school shop, improving playground equipment and introducing the daily school radio programme. They are trained as 'peer buddies' and sensitively support new pupils to the school, especially those for whom English is an additional language. They display good environmental awareness and are keen to support projects in the wider community, for example, improving the local park by litter picking, seed planting and designing a peace themed flowerbed to commemorate the Second World War. Aspects of their spiritual, moral, social and cultural development are good. The school is now establishing links with other communities within the United Kingdom and beyond to further strengthen pupils' understanding of their place in the wider world. Taking into account pupils' growing competence in basic skills, their confident use of information and communication technology (ICT) in a range of contexts and their enthusiastic desire to learn, the school prepares them well for the future.

*These are the grades for pupils' outcomes*

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

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

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## How effective is the provision?

Teaching across the school is good overall. Particular strengths include good subject knowledge that engages pupils, imaginative use of interactive whiteboards and visualisers to celebrate pupils' work, and teachers' questioning to check pupils' understanding and develop higher order thinking skills. Day-to-day planning is well structured but teachers are less consistent in checking on pupils' understanding from lesson to lesson and, consequently, some activities are not always sharply focused on pupils' current stage of learning. Classrooms are colourful and stimulating places to learn. Pupils are well supported through the use of displays and resources, for example word banks and learning prompts, but pupils rarely take the initiative to independently use a thesaurus, dictionary or reference book to widen their vocabulary and understanding.

New approaches to the curriculum are having an increasingly positive impact on pupils' progress, as basic skills are applied in relevant and imaginative ways. Pupils themselves say that they enjoy the new topic approach and understand links across subjects more clearly. The school's approach to developing core skills across the curriculum is having an evident impact on levels of attainment. For example, pupils' writing is now improving at similar rates to that seen in reading and mathematics. Topics are greatly enhanced by a broad range of visits to local places, visitors into school and special themed weeks that bring added vibrancy and relevance to pupils' experiences.

The school is justly proud of the impact of its support to potentially vulnerable pupils and families. For example, the popular breakfast club plays an important part in improving the attendance of some pupils. Pupils with special educational needs and/or disabilities benefit from precision teaching for spelling and reading so that they make rapid progress in basic skills. The school works effectively with a number of external agencies to ensure that specific pupils and families receive sensitive and caring guidance. Bullying and racist incidents are rare and pupils report that the school takes a zero tolerance attitude to such matters. Arrangements for pupils moving to the school and to prepare them for transfer to secondary education are satisfactory. However, despite these positive aspects, in endeavouring to tackle patterns of low attendance, the school has made only limited analysis of the attendance of key groups of pupils and its impact on their achievement.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The comment of one member of staff, 'The school is extremely well led with a shared vision. I feel valued and heard', reflects the views of all staff. A collective and determined

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spirit provides a strong framework for sustained improvement. Since the last inspection there has been an effective and resolute drive to improve the quality of teaching using extensive training and the support of external consultants. This has clearly paid dividends because levels of attainment and progress have consistently improved over recent years. Any identified weaknesses are tackled with vigour and leaders at all levels contribute to focused self-evaluation and improvement planning. The school actively seeks the views of stakeholders, for example, through its 'What's Working Well' and 'Even Better If' initiatives. Governors are knowledgeable, supportive and committed. They play an influential role in the corporate life of the school and effectively hold the leadership to account to ensure that outcomes for pupils are maximised. The school's strong commitment to tackling discrimination and promoting equal opportunities ensures that no pupil suffers disadvantage. The school has identified where further improvements can be made to overcome any remaining variations in performance, for example, in tracking the impact of attendance on the achievement of key groups of pupils.

Pupils and staff work within a safe and secure environment. Safeguarding procedures are satisfactory. The school is now developing appropriate quality assurance measures to make effective improvements to its safeguarding practices. The school has established a number of strong partnerships, for example, in providing additional support to pupils with special educational needs and/or disabilities and those for whom English is an additional language. The school adequately promotes community cohesion locally and links elsewhere, nationally and globally, are at any early stage of development.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Staff swiftly build up relationships with children and their families through meetings prior to entry and the 'All About Me' project. As a result, children settle into class routines



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smoothly and confidently. Focused observations ensure that children's individual needs are quickly identified and activities are adapted to make their learning meaningful and fun. Levels of care are good and staff work closely so that children become happy learners and their behaviour is consistently good. Good quality provision ensures that children make good progress so that, by the time they move to Year 1, they have attained skill levels in line with those expected for their age in most areas of learning.

Tracking of children's progress is increasingly astute and parents and carers are actively encouraged to assess and comment on their child's learning in their individual learning journals. Teaching assistants have attended a good range of training to sharpen their observational skills though there is still some work to do in ensuring observations are incisive and relevant. Children show clear enjoyment in the balance of activities initiated by themselves and those directed by adults.

The outdoor and indoor learning areas are stimulating and provide good opportunities to develop language and physical skills. For example, following a class-based activity on positional language children explored the climbing apparatus with vigour. Adults ably consolidated children's understanding of key concepts such as 'under', 'above', 'in between' and 'inside'. Through such good provision children develop greater self-confidence and strong social and practical skills. The early years coordinator has set out a clear and challenging agenda of improvement. Her good leadership has had a rapid impact on improving outcomes for children, whose learning and welfare needs are met well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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**

Around 41% of parents and carers returned completed questionnaires. The responses of the overwhelming majority were positive about their child's overall experience at school. A very small minority expressed concerns about the leadership's response to their suggestions and concerns and how effectively the school manages unacceptable behaviour.

In discussions with parents and carers at the start and the end of the day, inspectors heard very positive views about the school's response to their suggestions and concerns. Parents and carers reported that any issues brought to the attention of the school were generally dealt with promptly and effectively. Inspection evidence indicates that the school's approach to managing misbehaviour is consistent and effective. In both lessons and at break times inspectors observed good behaviour and positive relationships. Pupils report that incidents of bullying, racism and exclusion are rare.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Mawney Foundation 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	61	31	37	1	1	1	1
The school keeps my child safe	47	56	34	44	0	0	0	0
My school informs me about my child's progress	42	50	42	50	0	0	0	0
My child is making enough progress at this school	39	46	41	49	2	2	2	2
The teaching is good at this school	42	50	41	49	1	1	0	0
The school helps me to support my child's learning	39	46	43	51	1	1	0	0
The school helps my child to have a healthy lifestyle	41	49	37	44	3	4	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)	31	37	46	55	2	2	0	0
The school meets my child's particular needs	31	37	49	58	3	4	1	1
The school deals effectively with unacceptable behaviour	40	48	37	44	7	8	0	0
The school takes account of my suggestions and concerns	32	38	45	54	7	8	0	0
The school is led and managed effectively	49	58	34	40	0	0	0	0
Overall, I am happy with my child's experience at this school	51	61	31	37	2	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 June 2011

Dear Pupils

**Inspection of The Mawney Foundation School, Romford RM7 7HR**

The inspection team really enjoyed its recent visit to see you at work. You made us feel very welcome and all of you spoke positively about your school life.

You clearly enjoy school. Your parents and carers are equally happy with the school. We agree with you that The Mawney Foundation is a good school. This letter is to tell you what we found, including those aspects that we thought were particularly good.

- Your behaviour is really good and you get on well together as a community.
- You make good progress overall because you have very positive attitudes to learning and you are taught well.
- You feel safe and secure and enjoy the many opportunities on offer.
- The staff work hard to ensure that you develop as good citizens and build good attitudes to learning.
- You are keen to improve your school and you play your part well by taking on responsibilities such as being a school councillor and a peer buddy and in running the school radio.
- The school offers you a good curriculum and lots of after-school clubs that improve your physical, creative and personal development.

The whole community at The Mawney Foundation rightly wants the school to be even better and to help make this possible we have asked the staff and governors to:

- improve teachers' marking, assessment, target setting and advice to you so that you know what you have to do to improve your work
- increase the range of opportunities you have in lessons to develop independent learning skills and to learn how to apply these skills in more creative ways.

We hope that you will continue to play your part in making The Mawney Foundation an even more successful school.

Yours sincerely

Gordon Ewing  
Lead inspector

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