

# Mayespark Primary School

## Inspection report

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<b>Unique Reference Number</b>	131304
<b>Local Authority</b>	Redbridge
<b>Inspection number</b>	364022
<b>Inspection dates</b>	15–16 June 2011
<b>Reporting inspector</b>	Sheena MacDonald

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	728
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Surita Smith
<b>Headteacher</b>	Elizabeth Bradshaw
<b>Date of previous school inspection</b>	16 June 2011
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 24 lessons, involving 24 teachers, and two assemblies, took part in curriculum walks and held discussions with the headteacher, the senior leadership team, a representative from the local authority, the Chair of the Governing Body, and parents, carers and pupils. They observed the school's work, and looked at the school improvement plan, monitoring and assessment information, the minutes of the governing body's meetings, policies and procedures relating to safeguarding, case studies relating to a sample of pupils, and pupils' books. In addition, inspectors considered the responses to questionnaires from staff, pupils and 145 parents and carers.

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

- Whether pupils' attainment is improving quickly and consistently enough
- The quality of teaching and learning, and whether the differentiation, challenge and pace are good enough in all lessons to ensure sufficiently rapid progress for all groups.
- The use of assessment at all levels and whether pupils' targets are challenging enough.
- The effectiveness of leaders and managers in tackling the areas for improvement identified at the last inspection and how well they use self-evaluation and monitoring to identify needs, set challenging targets and drive improvement.

## Information about the school

Mayespark is much larger than most primary schools. Over 95% of the pupils come from minority ethnic groups, the largest of which are Indian and Pakistani. Over 80% of pupils speak English as an additional language and 20% are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is higher than average. The number of pupils with learning difficulties and/or disabilities is just below the national average and most of these have moderate learning difficulties or behavioural, emotional and social needs. The number of pupils joining or leaving the school at other than normal times is slightly higher than average and many of these pupils speak little or no English. The school provides before- and after-school care. The school achieved National Healthy Schools Status in March 2011.

At the last inspection, the school was issued with a notice to improve. One of Her Majesty's Inspectors made a monitoring visit in November 2010 and confirmed that the school was making good progress in addressing its areas for improvement and in raising the pupils' achievement. Since the last inspection, there have been a number of staff changes.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Rapid and effective action has been taken to address the weaknesses identified at the last inspection and the school is now providing a satisfactory education for its pupils. Clear and determined leadership has improved the quality of teaching and learning, established closer tracking and monitoring of pupils' progress and set much higher expectations of pupils' capabilities. The pace of change and the improvements made since the last inspection show that the school has good capacity to improve further.

The school is safe, happy and harmonious. Pupils are knowledgeable about, and interested in, the wide range of different cultures within the school and elsewhere in the world. They are well cared for; relationships are good and improvements in the quality of lessons have resulted in increased enthusiasm and enjoyment in learning. Pupils' good behaviour and their willingness to take on responsibilities and put forward their own ideas make a positive contribution to their learning, the school and the wider community.

All groups of pupils now make at least satisfactory progress and, as a result, there has been an upward trend in pupils' attainment so that now, by the time they leave, attainment is broadly average. Their progress is consistently good in science, however, but more variable in writing and mathematics. Despite the strong focus on improving English, mathematics and science, other areas of the curriculum have not been neglected. For example, pupils' attainment in information and communication and technology (ICT) has improved and the Early Years Foundation Stage continues to give the children a very good start to their education.

There are differences in the quality and impact of teaching across classes and subjects. Despite this, teaching has had a satisfactory impact on pupils' learning over time; no inadequate teaching was seen during the inspection and more than 60% was good. There are good opportunities for pupils to discuss their learning in classes and they do so enthusiastically. They take a pride in their work and the quality of their presentation and handwriting is good. There are good examples of the use of interesting visitors and events to stimulate ideas for writing. For example, in Year 1, pupils responded very well to the arrival of Traction Man and they helped him resolve some problems with his superpowers ? or lack of them!

There is further work to do to sharpen up the use of assessment during lessons and to match activities to meet the different needs of pupils. In particular, activities are often not challenging enough for more-able pupils. The quality of teachers' questioning varies, although in some lessons it is excellent, showing that teachers have a good understanding

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of pupils' current attainment and know how to use questions to develop higher order thinking skills and extend learning.

The relatively new systems for monitoring, assessment, tracking and target setting are rigorous and underpinned by effective coaching and mentoring to support staff in achieving improvements. The leadership roles and effectiveness of middle managers are also developing well and the impact of this is clear from the good quality of the Early Years Foundation Stage, pupils' work in ICT and the increasingly well targeted support for pupils and groups with particular needs, such as those at the early stages of learning English.

Although the governing body provides support, its role in evaluating and holding the school to account is less well structured. This is compounded by targets in the school improvement plan which are insufficiently sharp, specific or measureable and which lack milestones.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and increase the rate of progress for all pupils, particularly more-able pupils by:
  - embedding the use of assessment information and giving all pupils work that is sufficiently challenging and matched to their individual needs
  - strengthening the quality of teaching so that it is consistently good or better and sharing the most effective practice in the school
  - improving the quality of teachers' questioning so that it is more effective in extending pupils' learning in all lessons.
- Strengthen leadership at all levels in order to maintain the pace of change by:
  - sharpening the skills of the governing body so that it plays a stronger role in evaluating the school's effectiveness and determining the next steps
  - identifying clearer milestones against which school improvement can be measured
  - establishing more rigorous systems for the governing body to be involved in regular review and evaluation.

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

**3**

The pupils' personal qualities make a strong contribution to their learning. In lessons, they are keen to learn, listen well and get on readily with their tasks with partners, in groups and independently. A focus on improving attainment in science, mathematics and writing has resulted in a rise in the quality of pupils' work in most classes. They are able to use specific vocabulary, for example words like 'photosynthesis' in science or 'factors' in mathematics, and express themselves confidently. There are good examples of high quality writing for different purposes such as in the leaflets relating to the school's new nature garden. Strengths were also evident in pupils' art and ICT work, for example in the beautiful computer-generated pictures inspired by Monet's watercolour paintings.

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Improved intervention and in-class support mean that pupils with special educational needs are now making similar progress to other pupils. However, the number of more-able pupils achieving the higher levels is still too low.

While their spiritual, social and moral development is good, pupils' cultural development is outstanding. Pupils from all groups get on well together and respect and celebrate their diverse community. They are enthusiastic about the range of different physical activities and clubs and are well aware of how to live healthily, as the achievement of National Healthy School Status confirms. Pupils said that they have many opportunities to take on responsibilities and that they are keen to participate in, and make a difference to, the school. They believe, rightly, that they are influential, for example in improving school lunches, and that their views are taken seriously.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</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

**How effective is the provision?**

Classrooms are well organised, bright and welcoming, with useful displays and celebrations of pupils' achievements. There is a strong focus on using and reinforcing subject-specific vocabulary both on displays and during lessons. The marking of pupils' work is helpful and there are examples of very good practice where marking relates well to individual targets and identifies the next steps. Teachers' understanding of pupils' attainment is improving and there is good and outstanding practice in the school where lessons are well pitched to meet their different needs and spark the interest of pupils.

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However, because this good practice is not widely enough shared, in some lessons there is less clarity about what successful learning might look like so it is difficult for pupils to measure how much they have learned and the pace of learning is slower.

The curriculum is satisfactory and there are some examples of planning across subjects; Year 3 pupils' work on the Antarctic involves art, geography, writing, research and design and technology. This cross-curricular approach is not yet fully developed across the school and the curriculum is under review.

The needs of all pupils are increasingly well met. There is very effective support for pupils at the early stages of learning English and pupils new to the school. Intervention and support are increasingly well targeted and managed, resulting in improvements in the progress made by vulnerable pupils as well as in their personal development and well-being. For example, the focus on improving attendance has resulted in a significant reduction in the number of pupils with high levels of absence. The Early Bird and Playzone clubs are very well managed and provide good opportunities for pupils of different ages to enjoy a good range of activities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</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>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The senior leadership team has tackled the school's weaknesses with clarity of purpose and vigour while raising expectations and embedding ambition. The school makes good use of partnerships to enhance the provision. For example, it has close links with the local authority's virtual school for looked-after pupils and with a local secondary school which provides additional drama and sport and additional reading for more-able boys. There is a good range of well-attended clubs, some of which use the talents of parents and carers and people from the local community. Arrangements for the safeguarding of pupils are rigorously applied.

The school is a strong, cohesive community. The understanding and celebration of diversity are strong within the school and reinforced by links with the local faith communities, a rural school in Essex and communities elsewhere in the wider world. Equality of opportunity has a high priority in this diverse school and any incidents of discrimination are instantly dealt with. Assessment information is analysed very well to identify any variations between groups of pupils and increasingly effective action is closing the relatively few gaps.

The skills of the governing body as a whole are not sufficiently well developed to enable governors to play a strong enough role in evaluating the school's effectiveness. However,

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many governors are relatively new and have undertaken training so that they are gaining a better understanding of pupils' progress and attainment.

*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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children make good progress in the Nursery and Reception classes because of the good range of learning experiences that teachers provide to sustain children's interest and foster their independence. Children settle happily and quickly into the life of the school. They play happily together and show a keen interest and understanding of different cultures. Relationships between adults and children are good and this contributes very well to the children's personal development and well-being. Children feel safe and are confident to ask for help whenever they need it. Staff work well together, in partnership with parents and carers and with other agencies to ensure the appropriate support is available for all children.

Children arrive with levels of skills and knowledge which are below those expected for their age, particularly in communication skills and personal, social and emotional development. By the time they transfer to Year 1, they have reached the expected levels for their age in many areas of learning. They make most progress in their personal development, their ability to tackle unfamiliar words and their understanding of calculation. Writing has been identified as an area for improvement and there is a good focus on developing language and literacy skills to address this. Staff use observations well to inform future planning but this information is not fully analysed to identify the children's starting points on entry to the Nursery.

There is a good balance between activities led by the adults and those chosen by the children, and there are good opportunities for children to develop their speaking and listening skills. Children make the best of what is available to them in the outdoor area but



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they do not have access to this provision as part of their own choice of activity or during particularly inclement weather.

*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

Most parents and carers believe that their children are safe and happy in school. This reflects the findings of the inspection. The majority of the responses to the questionnaire are positive in relation to all other aspects. However, there is a small but significant minority of parents and carers who are concerned that their children's progress is not good enough and that the school does not deal well enough with behaviour, nor sufficiently help parents and carers to support their children's learning. Several parents also expressed concern in written comments about the large number of changes in staffing. The inspection found that although pupils' progress was unsatisfactory in the past, it is rapidly improving now and is satisfactory overall. The school is also confident that no further major changes in staffing are planned, which will support consistency and continuity. The school is aware that communication with parents is an aspect which they wish to improve.

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

Ofsted invited all the registered parents and carers of pupils registered at Mayespark 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 145 completed questionnaires by the end of the on-site inspection. In total, there are 728 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	43	74	51	4	3	3	2
The school keeps my child safe	60	41	79	54	3	2	2	1
My school informs me about my child's progress	33	23	80	55	21	14	7	5
My child is making enough progress at this school	34	23	82	57	22	15	5	3
The teaching is good at this school	36	25	85	59	17	12	7	5
The school helps me to support my child's learning	35	24	78	54	27	19	4	3
The school helps my child to have a healthy lifestyle	38	26	92	63	10	7	1	1
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)	34	23	76	52	15	10	9	6
The school meets my child's particular needs	28	19	86	59	20	14	5	3
The school deals effectively with unacceptable behaviour	32	22	78	54	10	7	13	9
The school takes account of my suggestions and concerns	28	19	83	57	18	12	5	3
The school is led and managed effectively	33	23	84	58	12	8	9	6
Overall, I am happy with my child's experience at this school	35	24	77	53	14	10	8	6

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



17 June 2011

Dear Pupils

**Inspection of Mayespark Primary School, Ilford IG3 9PX**

Thank you for being so friendly, polite and welcoming when inspectors visited your school recently to find out how well you were doing. What you told us helped us when we were thinking about our findings. When your school was last inspected things were not quite right and it was given a 'notice to improve'. This time, you and your parents and carers told us your school had improved and is a safe and happy place. After having a very close look at all sorts of things, including coming into lots of your lessons, we agree. Well done! Your school is now satisfactory and some important things are good.

Here are some of the highlights. You get off to a good start in the Early Years Foundation Stage. You behave well, you are keen to learn and you take a pride in your work. You get along very well together and have a really good understanding of different cultures. The adults in your school want the best for you and they care for you very well. The headteacher and senior leaders know exactly how well you are doing and what needs to be done to speed up your progress. Teaching and lessons are satisfactory and getting better, which means now you do as well as most other children in the country.

There are some things we think could be better. You learn more in some classes than in others so we have asked the teachers to share their good ideas. Sometimes the work is too easy for some of you and so we have also asked the teachers to think carefully about the questions they ask you and the activities they plan so that they really make you think hard and achieve even better results. We have also asked the governors to play a stronger part in helping the school to carry on improving.

We could see that you all want the school to carry on improving, so well done so far and good luck for the next part of the Mayespark story.

Yours sincerely

Sheena MacDonald

Her Majesty's Inspector

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