

# Mayespark Primary School

Goodmayes Lane, Goodmayes, Ilford, IG3 9PX

## Inspection dates

3–4 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching is good. Teachers make sure that they know how well pupils have learnt and provide support where it is needed.
- Pupils make good progress in reading and mathematics. Their progress in writing is outstanding. They reach standards which are above average.
- Writing is a great strength of the school. The quality of pupils' handwriting means books are kept very neat and tidy.
- Pupils' behaviour is outstanding. They are very keen to work hard, and frequently help each other to learn well. They enjoy being at school. The attendance of most pupils is above average.
- Pupils are polite and courteous and walk around the school in a calm and orderly manner.
- Pupils have an excellent understanding about how to keep themselves safe, including when using the internet. They feel very safe at school because of the steps the school takes to listen to any concerns they have.
- The outstanding leadership of the headteacher has built a strong leadership team. Together they have continued the improvements since the previous inspection.
- Improvements in teaching and consequently in the rate of progress have accelerated quickly. There is a strong commitment to providing pupils with excellent opportunities to learn.
- Governors and senior leaders make sure that the policies and procedures to keep pupils safe meet requirements.

### It is not yet an outstanding school because

- Teaching is not yet outstanding across all year groups or classes.
- In reading and mathematics, pupils are not always as clear what they need to do next to succeed as they are in their writing.
- At times, teachers do not expect enough of the pupils, and the work is too easy for them.
- Pupils are not always given enough opportunities to think about how well they have made progress towards their targets.

## Information about this inspection

- The four inspectors observed pupils' learning in 45 lessons. Observations included parts of lessons taught by teachers and sessions led by teaching assistants. About half of these observations were done together with senior leaders from the school.
- The inspectors reviewed pupils' learning, both in lessons and through the work they had done in their books this year or work they had done at home. They talked to pupils about their learning and discussed how pupils know how well they have done, and what they need to do next. Inspectors also talked to pupils about their views of behaviour, how the school keeps them safe, and listened to their reading.
- The school provided a wide range of documents which inspectors reviewed. These included records about the performance of pupils and groups of pupils, senior leaders' checks on the quality of teaching and records about improvements. Inspectors considered minutes from meetings, reports from external advisors and documents about the work of the governing body.
- Inspectors met with senior leaders, middle leaders, groups of pupils, and members of the governing body. The lead inspector also met with a representative of the local authority. Inspectors spoke to parents informally before and after school and considered the 16 responses to Parent View, the online survey for Ofsted. The 47 responses to a survey for staff at the school were also considered.
- Year 6 pupils were away on a school trip for one day of the inspection. On the other day, some of the Year 6 pupils attended various transition events at their secondary schools. Children in Nursery and Reception had their sports day during part of the inspection.

## Inspection team

Andrew Saunders, Lead inspector	Additional Inspector
Maria Coles	Additional Inspector
Jonathan Shields	Additional Inspector
Kate Robertson	Additional Inspector

## Full report

### Information about this school

- This school is considerably larger than most primary schools, and is expanding to have four classes in all year groups. There are currently four classes in each year group from Reception to Year 4 and three classes in Years 5 and 6.
- Pupils come from a diverse range of heritages. The largest groups represented are Bangladeshi, Indian and Pakistani. Other groups include White British, any other White background, any other Asian background and African. More than four fifths of pupils speak a language other than English. More pupils than usual join the school at the very early stages of learning to speak English.
- The proportions of disabled pupils and those with special educational needs who are supported at school action are average. The proportions of pupils support at school action plus or who have a statement of special educational needs are below average.
- The proportion of pupils who receive additional support through the funding known as the pupil premium is above average. This funding is provided by the government to help schools improve the achievement of pupils who are known to have been eligible for free school meals. It also supports the achievement of children looked after by the local authority.
- There is a breakfast and an after-school club run by the school.
- The headteacher was appointed to the post in September 2013, having previously been the deputy headteacher. A new deputy headteacher was also appointed this year. There has been a building programme to provide additional classroom space as the school expands, which is now complete.
- The school met the current floor standards in 2013, the minimum expectations for the progress and standards of pupils, set by the government.

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

- Make teaching consistently outstanding, thereby increasing the rate of progress in reading and mathematics to match that in writing, by:
  - making sure that all pupils in all lessons know exactly what they need to do next to be successful in their learning
  - ensuring that all teachers adapt what they have asked pupils to do, so that pupils are always stretched in their learning
  - involving pupils even more frequently in evaluating their progress towards the targets set for them.

## Inspection judgements

### The achievement of pupils

is good

- Progress has continued to improve, particularly in writing. Standards at the end of Year 6 have been rising, although standards in reading and mathematics have not risen as quickly as in writing. Pupils currently in Year 6 have made good progress in their reading and mathematics; their progress in writing is outstanding. Most pupils are working at standards which are above average for their age.
- Children join the school with skills and knowledge which are often well below those expected for their age. The excellent resources and high quality of support from adults mean they make a strong start to their learning. They make outstanding progress and make up ground so they are ready for more formal learning in Year 1. Their skills in writing are particularly impressive and they enjoy writing for a wide range of purposes.
- Good progress continues across Key Stage 1 and into Key Stage 2, where it accelerates as pupils get older, particularly in Year 6. The development of writing has been a focus across the school. Pupils are extremely proud of their books and their handwriting; they take great care over their presentation. They also have a wide range of different reasons to write, often for real competitions, or letters to real people. They are highly motivated to produce their best writing at all times as a result.
- Pupils enjoy reading, and the emphasis on consistently good teaching of phonics (linking letters with the sounds they make) means they become confident with the technical skills of reading. However, they are not as confident understanding what they read or using the information they get from this. The activities to help them with this are not always challenging enough.
- Pupils' work in their books, teachers' records and the school's data show that good progress is typical. Work on display and in books shows the exceptional quality of writing across all year groups in the school.
- The teaching of mathematics has also been improving and pupils are increasingly confident using their skills in a range of different situations.
- Disabled pupils and those with special educational needs achieve well in their reading, writing and mathematics. They are given effective support by teachers and teaching assistants, and their progress is closely tracked and reviewed to make sure it is making a difference.
- Pupils who are eligible for additional support make excellent progress and by the end of Year 6, are ahead of other pupils in their standards in reading and writing by about three months, and on a par in mathematics.
- Many more pupils than average join the school in other year groups. They often speak little English, and some have limited experience of education. However, the school's welcoming atmosphere, and the staff and pupils' readiness to help them mean they settle quickly and learn English rapidly. As they do so, their progress in learning other subjects accelerates and they make good progress.
- Pupils from different backgrounds make similarly good progress. Boys and girls also make similar progress because the school makes sure they have appropriate opportunities. For example, some girls in Year 6 are taught mathematics separately from the boys. This has improved their confidence and raised their standards.

### The quality of teaching

is good

- Teachers make good use of the information they have about pupils' interests and their knowledge and skills to plan lessons which are interesting. The work planned for pupils is usually based on what pupils know, understand and can do.
- However, there are a few occasions when pupils finish work more quickly than expected. There is always a 'challenge task' available, but there are times when pupils are too keen to get onto

these tasks and they do not learn as much as they could from the original task.

- Pupils are always very keen to work hard and there is often a great sense of urgency and purpose to their work. Teachers' high expectations mean pupils take great care over how they present their work. There is a good emphasis on pupils making their own choices about the resources they could use to help them in their work, and they are increasingly confident doing so.
- There are excellent relationships between the adults and pupils. There is a high level of mutual respect evident in their discussions and the way the teachers take account of pupils' views. These views help teachers to make sure that the topics they plan are interesting to boys and girls and to pupils from different backgrounds.
- Teaching assistants help to ensure that pupils have always got some support when they need it, particularly if they have additional needs, such as learning English. Along with the teachers, they make good use of questions to check whether pupils have understood what they have done. Occasionally they do not use the information they find out as effectively as they could to adapt what the pupils are doing, to maintain the highest pace of progress.
- Teachers have discussed and developed a common approach to marking pupils' work, and in giving verbal feedback. Pupils benefit from comments that help them to improve their work and they are usually given time to do this. This reinforces the progress these pupils make. However, this is not always the case and some pupils are not sure what they need to do.
- All the adults in the school are well informed about the particular needs of disabled pupils and those with special educational needs. The strategies used to support these pupils are carefully evaluated and changed if they are not proving effective.

## **The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. They are highly positive about their experience at their school and are enthusiastic about their learning. The improved progress and rise in standards are indicators of their determination to work hard and do their best work. They say that the teachers make learning interesting, and that they are given lots of ideas about how to improve their work.
- Pupils have lots of opportunities to share their ideas about what they are learning. They show great respect for each other's views, listening carefully, or making suggestions about how to improve. They are very keen to work towards their targets, but not all pupils are given enough opportunities to reflect on this for themselves.
- Pupils appreciate the great range of different heritages within the school and enjoy learning about one another's cultures and beliefs. They say that behaviour is excellent and that learning is very seldom disrupted in any way.
- The excellent resources and skilled teachers in the Early Years Foundation Stage mean children quickly settle into the routines of the school. The outdoor area provides a wonderfully rich environment for them to develop their physical skills, and is just as well used to develop reading and writing skills.
- Pupils say that behaviour is so good because everyone knows exactly what is expected, and because teachers all use the same approaches to managing behaviour. Few reminders are ever needed. Around the school, pupils are immensely courteous and polite.
- The school's work to keep pupils safe and secure is outstanding. Any form of bullying is very rare, if it ever happens at all, because it would not be tolerated by anyone. Pupils feel that the school keeps them safe. For example, leaders make sure that visitors to events like sports day are appropriate to be at the school.
- Pupils have an excellent understanding of how they can help themselves keep safe, for example when around water, cycling, or using the internet. The school provides a harmonious environment in which they develop into confident young people, ready for the next stage in their education.

**The leadership and management are outstanding**

- Since her appointment the headteacher has developed a highly effective team of senior and middle leaders who share the strong vision for continuing improvements. There is a clear focus on raising achievement through improving the quality of teaching.
- Senior leaders model the high expectations they have of all the staff by making sure that their own work is of a high standard. The systems to keep track of how well pupils are doing, and those to check the impact of the support particular groups of pupils are getting are well developed. This information is used effectively to help middle leaders identify areas to focus on.
- Senior leaders confidently identify how teaching has an impact on the learning of pupils, and give teachers clear feedback which helps them to improve. Together with middle leaders, they have developed an ethos of ongoing development, and teachers help one another to find the best ways to make sure pupils learn effectively. There is an excellent sense of teamwork. This helps to make the school a harmonious place to work and learn.
- Displays around the school demonstrate the careful planning that goes into the subjects and topics pupils study, as well as the high expectations about how work is presented. The classrooms and corridors are kept very tidy and well maintained, so that it is easy for pupils to take pride in their school.
- Pupils speak glowingly of the many trips and visits which enrich their learning and give them fun purposes for reading, writing and mathematics. For example, Year 6 pupils enjoyed solving logic problems following their trip to a theme park.
- There is also a very wide range of clubs and sports pupils can choose to take part in. The school makes sure that these are available for pupils from all backgrounds. The additional funding for the development of sports and physical education has allowed the school to employ well-qualified coaches. This has supported teachers, developing their confidence in teaching these subjects.
- Together with the governing body, senior leaders are deeply committed to ensuring equality of opportunity for all. This is demonstrated by their sensitive consideration for the many different heritages and religions represented in the school, no matter how small the group.
- Parents expressed highly positive views about the school and feel that it provides their children with excellent learning and personal development.
- The local authority has provided the school with helpful support through the transition to a new headteacher. As the headteacher has developed the senior leadership team, the level of support has decreased. The school provides exemplary practice in the development of high quality writing, and in the use of information and communication technology (ICT).
- **The governance of the school:**
  - Governors have undertaken appropriate training to make sure they have the skills and understanding to consider accurately the performance of the school compared to others. They are given detailed information to help them in their roles. As a result, they have built up a well-rounded view about the effectiveness of senior leaders, teachers and the policies to support vulnerable pupils. Their support and challenge have been significant factors in the rapid improvements that have been brought about.
  - Governors check that information about the quality of teaching is used to help them make decisions about any pay awards, so that the best teaching is promoted. The finances of the school are carefully managed so that pupils get the best possible opportunities, and that funding to help particular pupils is effective.
  - Together with senior leaders, governors make sure that all the requirements to keep pupils safe are reviewed and updated to reflect the best practice. They ensure that all adults who work with the pupils are safe to do so.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	131304
<b>Local authority</b>	Borough of Redbridge
<b>Inspection number</b>	406426

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

<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>	826
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mesha Kullar
<b>Headteacher</b>	Christine Lamb
<b>Date of previous school inspection</b>	15–16 June 2011
<b>Telephone number</b>	020 8599 2263
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