

Henry Maynard Primary School

Maynard Road, Walthamstow, London, E17 9JE

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. Teachers have high expectations of all groups of pupils.
- Pupils make good progress throughout the school. They are well prepared for the next stage of their education.
- Pupils behave well around the school and in lessons. They are keen to learn, and take pride in their work.
- Pupils feel extremely safe in school. They know how to keep themselves safe. The school looks after them exceptionally well.
- The school's promotion of pupils' spiritual, moral, social and cultural development is very strong. Pupils from different backgrounds get on very well together and learn to appreciate each other's cultures and traditions.
- The school provides pupils with a broad range of experiences. Pupils develop their skills in a wide range of subjects, and sporting and cultural activities.
- Governors have a very good understanding of the school's strengths and of what it needs to do to become even better.
- Senior leaders, working closely with the governing body, have managed the uniting of two separate schools very effectively.
- Leaders are ambitious for the school. They have improved the quality of teaching so that it is now consistently good, leading to rising standards.
- Parents speak highly of the school, and the overwhelming majority would recommend it to others.

It is not yet an outstanding school because

- Leaders have not yet ensured that teaching helps pupils make consistently rapid and sustained progress.
- Teachers do not always adapt activities quickly enough during lessons when pupils make faster or slower progress than they had anticipated.
- Teaching assistants are not always involved in supporting pupils' learning effectively.
- Teachers do not always make sure that pupils respond to their comments when they mark pupils' work.

Information about this inspection

- The inspectors observed teaching in 27 lessons taught by 26 teachers, three of them together with the headteacher and two other school leaders. Inspectors made shorter visits to a number of other lessons and activities, attended two assemblies, looked at pupils' written work and listened to pupils read.
- The inspectors held discussions with groups of pupils, the Chair and Vice Chair of the Governing Body and two other governors, members of staff, and a representative of the local authority. Inspectors also held informal discussions with a number of parents.
- The inspectors observed the school's work and looked at a range of documents, including the school's information on pupils' attainment and progress, and data on attendance. They examined safeguarding procedures and records of the school's own lesson observations, as well as the school's self-evaluation, performance management and planning documents.
- The inspectors took account of 195 responses to the Ofsted online survey, Parent View, as well as the school's own most recent survey of parents' views. They also considered the views expressed by four parents who had contacted the inspection team by letter or by telephone. Inspectors also took into account 92 questionnaires completed by members of staff.

Inspection team

Robin Gaff, Lead inspector	Additional Inspector
Liz Kissane	Additional Inspector
Kanwaljit Singh	Additional Inspector
Steven Smith	Additional Inspector

Full report

Information about this school

- This school is much larger than the average-sized primary school.
- An above-average proportion of pupils are from minority ethnic backgrounds. The largest groups are of pupils from White British and Pakistani backgrounds.
- The proportion of pupils who speak English as an additional language is well above the national average.
- Just under one in three pupils is eligible for the pupil premium, which is additional funding provided for children who are looked after and those known to be eligible for free school meals. This proportion is above the national average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is well above the national average. About one in five pupils is supported through school action. The proportion of pupils, about one in 10 pupils, who are being supported at school action plus or have a statement of special educational needs is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the school's previous inspection, when it was an infants' school, it has merged with the junior school on a nearby site. This took place in September 2012, when the current headteacher, who had been the headteacher of the infants' school, was appointed and a new leadership team was formed. The governing body was also reorganised at this time.
- The school provides a breakfast club and after-school child care provision. These are subject to separate inspection arrangements.

What does the school need to do to improve further?

- Raise pupils' achievement to outstanding by ensuring that teachers always:
 - adapt activities when necessary so that pupils make consistently rapid and sustained progress
 - encourage pupils to improve their work by responding to teachers' written feedback and comments.
- Ensure that teachers make more effective use of teaching assistants to support pupils' learning.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and knowledge below those typical for their age. By the end of Year 6, pupils reach standards in English and mathematics which are above national averages. Pupils from different backgrounds, including the most able and those who speak English as an additional language, make good progress and achieve well. They are well prepared for secondary school.
- In Nursery and Reception classes, children quickly understand the links between letters and the sounds that letters make (phonics). They learn to recognise different combinations of letters, and to read and write them accurately. They also enjoy learning how to count and measure objects correctly, and developing their creative and practical skills.
- Pupils of all abilities continue to develop their communication and mathematical skills well in Key Stages 1 and 2. This includes the most able pupils. For example, in a Year 6 lesson, the most able pupils learned what algorithms are and how they can be used.
- Pupils also learn to write accurately in a variety of styles and for different purposes. Throughout the school, they learn to read fluently. The school helps them to appreciate the benefits of reading widely and often.
- The school has increased the frequency and improved the accuracy of its assessment of pupils' attainment and their rates of progress. Staff identify at any early stage any barriers to learning that pupils may experience, and help prevent them from underachieving.
- Disabled pupils and those who have special educational needs achieve as well as other pupils. Staff identify their individual needs quickly. Teachers set them activities that are suitably demanding. This enables them to make good progress.
- In 2013, the attainment in English and mathematics of Year 6 pupils supported by additional funding was below that of other pupils at the school and that of all pupils nationally. Eligible pupils were just under two terms behind others in the school but were less than a term behind all pupils nationally. Their results, however, showed that they had made good progress from their starting points. The standards reached by pupils who currently qualify for additional funding show that the school is successful in closing the gap between their achievement and that of other pupils.
- The school works effectively to tackle discrimination and promote equality of opportunity.
- Occasionally, the pace of learning slows because teachers have not checked pupils' progress thoroughly enough. When pupils finish their work early because it is not difficult enough, or others become stuck because the work is too hard, learning is diminished.

The quality of teaching is good

- Teachers have high expectations of all groups of pupils and a good awareness of pupils' different abilities and interests. They establish good working relationships with pupils. They plan engaging activities that hold pupils' interest and enable them to make good progress.
- In the Nursery and Reception classes, adults create an orderly and stimulating environment in which children thrive. Teachers and teaching assistants ensure that children learn to work and play sensibly together and on their own.
- Teachers explain activities clearly. They encourage pupils, including the most able, to think hard. In a Year 5 science lesson, pupils understood how light travels and learned to distinguish between natural and man-made sources of light.
- Outside the classroom, teaching assistants give pupils good support, including disabled pupils and those who have special educational needs. Teachers do not always involve teaching assistants as effectively to support learning in the classroom. As a result, pupils' progress slows when they do not receive guidance or encouragement as soon as they need it.
- Teachers mark pupils' work regularly and give them detailed written feedback. This enables

pupils to know where they have succeeded and what to do to improve. Teachers do not always encourage pupils to respond to teachers' advice, for example by correcting mistakes or editing their work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils say this is the case and very few parents or members of staff express any reservations about behaviour. Pupils understand and follow the school's 'golden rules'. Pupils are confident these have helped to improve behaviour. Pupils are polite, courteous and helpful to visitors. They are considerate to one another.
- Pupils are eager to learn. They take pride in their work and make sure it is neatly presented. They respond quickly and sensibly to teachers' instructions and requests so that very little time is wasted. Pupils' positive attitudes have a good impact on their learning and progress.
- Occasionally, when work is too difficult or not demanding enough, pupils' attention wanders and they do not work as hard as they could.
- Pupils take good care of the school environment. There is no litter or graffiti. Attendance is well above average and continues to rise.
- The school's work to keep pupils safe and secure is outstanding. Pupils report that they feel completely safe in school. Parents confirm that the school looks after their children extremely well.
- Pupils are exceedingly clear how to keep themselves safe, for example when using equipment in technology lessons or playing energetic games in the playground.
- Pupils have exceptionally few concerns about bullying. They have an excellent knowledge of different types of bullying, such as name-calling and cyber bullying. They say that bullying is extremely rare and that teachers deal quickly and effectively with any problems should they occur.
- Staff have an excellent understanding of how to keep pupils safe. The school's policies and procedures for safeguarding pupils are regularly updated so that they meet all requirements.

The leadership and management are good

- School leaders have ensured that the process of merging the infant and junior schools has proceeded smoothly and that pupils benefit from a consistently good standard of education.
- Leaders at all levels, as well as the governing body, are ambitious for the school. They have accurately assessed the school's strengths and relative weaknesses, and have identified key priorities for further development. These, together with the improvements they have already made, demonstrate the school's capacity for further sustained improvement.
- The headteacher and senior leaders have improved the quality of teaching across the school. The headteacher increased the role of leaders of subjects and phases in improving teaching in their areas of responsibility.
- Leaders check teaching quality and examine pupils' work to identify any underperformance. They make sure that teachers, including those who are new to the profession, receive good quality training and support.
- Leadership and management are not yet outstanding because teaching does not ensure pupils achieve outstandingly well.
- School leaders make good use of additional funding to improve the achievement and well-being of eligible pupils. They use the pupil premium to provide extra teaching as well as after-school activities and school trips. The school uses the new sports premium funding to teach a broader range of sports. Pupils' standards and their participation in physical activity are increasing.
- The curriculum meets the needs of pupils with different abilities and helps to promote their spiritual, moral, social and cultural development very effectively. Pupils enjoy interesting subject work, which enables them to make useful links between different subjects, including history,

geography, art and science. A high proportion of pupils take part in the school's very wide variety of after-school clubs. Pupils participate in a huge range of sporting and cultural activities. They develop their skills and interests well, for example by representing school teams or learning to play musical instruments.

- Pupils learn about many different cultures and traditions. This helps them to respect the importance of understanding different beliefs and values. Leaders have succeeded in creating a secure, happy and harmonious school. Pupils from different backgrounds work and get along very well together. There is no hint of any discrimination or of extremist behaviour.
- The local authority has an accurate view of the school's performance. It has reduced the level of support it provides, as it recognises the school's capacity to succeed independently.
- A very large majority of those parents who responded to the Parent View survey or spoke to inspectors expressed positive views about the school.
- **The governance of the school:**
 - Governors have a thorough and detailed understanding of pupils' achievement and the quality of teaching. They know what leaders are doing to raise standards by tackling remaining weaknesses in teaching, and by spreading and rewarding good practice. They ensure that pay rises are linked specifically to teachers' success in meeting targets for raising pupils' achievement. They have a firm grip on the school's finances and check that additional funding is used successfully for the purposes for which it is intended. Governors have increased their ability to support and challenge leaders by reorganising their committee structure. Training has helped governors to understand how well the school's achievement information compares with other schools.

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

Unique reference number	103070
Local authority	Waltham Forest
Inspection number	434599

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	905
Appropriate authority	The governing body
Chair	Siobhan Walsh
Headteacher	Linda Adair
Date of previous school inspection	2 December 2008
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