

Mayville Primary School

Lincoln Street, Leytonstone, London, E11 4PZ

Inspection dates 13–14 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders, managers and governors are having a positive impact on improving teaching and raising pupils' achievement. The school is continuing to improve.
- Pupils achieve well because teaching is consistently good and teachers have high expectations of them.
- Good teaching in early years ensures that children make good progress and are well equipped for Year 1. Attainment has risen rapidly over time in Key Stage 1.
- Standards by the end of Year 6 were average in reading and mathematics in 2014. This represented good progress for almost all pupils.
- Phonics (the sounds that letters make) is taught systematically and enables pupils to do well in reading checks in Key Stage 1.
- Pupils' work is neatly presented and well marked. They know what they have to do to reach the next level of attainment.
- Pupils behave well and are proud of their school. They have good attitudes to learning. Pupils say they feel safe in school.
- The governing body knows the school well and is rigorous in holding leaders to account for the performance of pupils.

It is not yet an outstanding school because

- Standards in reading are not high enough for the most able pupils by the end of Year 6.
- On some occasions work is not challenging enough for different groups of pupils.

Information about this inspection

- The inspectors observed 35 lessons or parts of lessons, including 11 jointly with the headteacher or deputy headteacher. The lead inspector also attended a whole-school assembly.
- Members of the inspection team heard pupils read and, with the headteacher, looked closely at samples of pupils' work.
- The inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and subject materials, evidence of the school's partnership work and information for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with senior leaders, subject leaders, teachers and other staff, the Chair and Vice Chair of the Governing Body and another governor, and a representative from the local authority.
- The inspectors took account of the 16 responses to the online questionnaire, Parent View. They also spoke informally to parents in the playground.
- The inspectors considered the 41 staff questionnaires that were completed.

Inspection team

Nick Butt, Lead inspector	Additional Inspector
Martin Beale	Additional Inspector
Selene Sawyer	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. There are two classes in each year group up to and including Year 4 and three classes in each of Year 5 and Year 6.
- Almost all pupils are from a range of minority ethnic groups, which is higher than average. Up to three quarters of the pupils speak English as an additional language. This is also higher than average.
- Just under half of pupils are supported by the pupil premium (additional funding which in this school supports pupils known to be eligible for free school meals). This is well above average.
- Over a third of pupils are identified as disabled or with special educational needs. This is higher than average.
- Early years provision is full time in the Reception classes and part time in the Nursery.
- The school meets the current government floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Key Stage 2.
- The school runs a breakfast club.
- There have been many changes in teaching staff in the past year, including the appointment of an acting deputy headteacher, special needs coordinator and mathematics leader.

What does the school need to do to improve further?

- Raise attainment in reading by the end of Year 6, especially for the most able pupils, by securing recent steps to strengthen pupils' skills and deepen their understanding.
- Refine teaching to ensure that all groups of pupils have work that sufficiently challenges them whatever their level of ability.

Inspection judgements

The leadership and management are good

- The headteacher has a passion for improving the school, which places the needs of the individual at the centre of all its work. She has nurtured a culture where pupils thrive and where staff develop rapidly.
- Strong leadership of teaching ensures that pupils achieve well and that teaching is consistently good. The school is effective at enabling teachers new to the profession to become good or better.
- Senior leaders have built a strong team of staff who support one another well and are deeply committed to the welfare of the pupils and their education. They ensure that the school promotes equality of opportunity successfully, so that no child is left behind.
- Leaders of each key stage are very focused on their areas of responsibility, building teams that have a considerable impact on improving provision. They share expertise and coach the more inexperienced staff.
- The school's '100% project' tracks the progress of each individual through the school so that any gaps in their knowledge and understanding are picked up promptly and dealt with speedily. As a consequence, pupils make good progress.
- The school fosters good relationships with a large variety of groups, including parents, Leyton Orient Football Club and a local youth project in Walthamstow. Parents who responded to Parent View or who spoke to inspectors were mainly supportive of the school's work. They praised the homework pupils receive.
- The quality of the curriculum is effective and engages pupils well. It focuses appropriately on developing their basic skills. They also learn Latin, which is the foundation of many of the different languages they speak. The school promotes pupils' spiritual, moral, social and cultural awareness successfully through assemblies and a programme of personal development. This is enhanced through visits, visitors and clubs. Pupils go to a variety of theatres and museums and enjoy residential trips to Norfolk and Paris. Pupils have links with schools in France and China. They learn musical instruments in Key Stage 2 including the recorder, guitar, ukulele and steel pans. Some pupils also learn the violin.
- The school makes sure that all pupils are fully included in its activities, whatever their backgrounds or circumstances. Discrimination of any kind is not tolerated. The great diversity of faiths and cultures present within the school is celebrated and pupils are well prepared for life in modern Britain.
- The pupil premium is used effectively to ensure that eligible pupils perform as well as their peers so that they all make good progress. It is spent on additional teaching staff and enabling eligible pupils to take part in clubs and go on visits they could not otherwise afford.
- The primary physical education and sport premium is being used effectively to coach pupils, for example in gymnastics and ballet. There has also been some staff training. This has equipped staff to lead sport and given pupils a diverse range of experiences, promoting their enthusiasm for exercise.
- The local authority is providing good support for the school, for example on staffing matters, and works with senior leaders in forming views about the school's effectiveness.
- Safeguarding arrangements meet requirements and are effective in keeping pupils safe and secure.
- **The governance of the school:**
 - Governance is effective. Governors know about the strengths of the school and its areas to develop. They keep well informed through regular visits to observe its work. They have a good understanding of the school's data and how well pupils are performing compared with other pupils nationally. They know about the quality of teaching and how teachers' performance is managed. They know that progression in pay is dependent upon pupils doing well, and how the school tackles any underperformance. Governors have undertaken training to develop their skills and their effectiveness has improved since the previous inspection. They provide leaders with a good level of challenge. For example, they commissioned an external review of school leadership to find ways of strengthening leadership further.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning. They take a real pride in their work, presenting it carefully and neatly. They show respect for one another in class, around the school and on the playground.
- Pupils say that behaviour is good and some commented on how it has improved over time. They said this was because they know exactly how behaviour is rewarded and the consequences for any misbehaviour.
- Just occasionally, when work is not set at the right level, pupils can become distracted and lose

concentration.

- Pupils enjoy taking responsibility, for example as members of the school council and eco council. The school council organised a wide range of 'Children in Need' activities which were taking place during the inspection. These included everybody wearing pyjamas and a pupils v staff football match. Pupils from the school's media club filmed the special assembly.
- Attendance has improved considerably since the previous inspection (when it was an area to improve). The school has raised the profile of good attendance with families, for example through running workshops for different groups of parents. Attendance is now above average.
- The breakfast club, which runs efficiently and is well supported by families, gives pupils a positive start to the day and ensures they begin school punctually.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe at school. They value the work of the learning mentors and say there are people they can turn to if they have any worries.
- Pupils know all about different types of bullying including homophobic bullying and cyber bullying. They say that bullying is not a concern at their school, but they are confident that staff would deal with any incidents that arose.
- Pupils have a good understanding about keeping safe. They know about safety relating to the roads, the railways, and cycling. Older pupils understand about the dangers of gang culture.
- When they go on trips, pupils are actively involved in considering what risks they may face and how to tackle them.

The quality of teaching

is good

- Teaching is consistently strong in the early years, where staff know the children very well and make sure that activities are closely tailored to their needs. For example, children in Reception enjoyed listening to the 'Three Billy Goats Gruff'. They successfully developed their understanding of where the various characters were in relation to the bridge by answering questions of varying degrees of difficulty, depending upon their depth of knowledge.
- The impact of teaching on learning and achievement is good. In reading, pupils use a wide range of approaches to tackle new words, based on their very good understanding of phonics. Older pupils speak with enthusiasm about their favourite authors. In literacy, pupils write across different subjects for different purposes and have a good grasp of grammar, spelling and punctuation. In mathematics, pupils' confidence in applying their skills means that they can solve increasingly complex problems.
- Across the school teachers use questioning well to probe pupils' understanding and to move their learning on. When they go back to reconsider their answers, pupils think hard and make significant improvements on their first attempt.
- Most of the teaching assistants are graduates in English or mathematics and so have very strong subject knowledge when it comes to supporting pupils of different abilities. They give the pupils confidence. Teaching assistants develop good working relationships with teachers and are well briefed and deployed so that they can have maximum impact on pupils' learning.
- Pupils enjoy special homework projects that promote their creativity and involve their families. For example, some pupils in Key Stage 1 researched 'significant people in their places' and came up with a stunning model of the Queen at Buckingham Palace, as it happened, a significant person in her palace.
- Books show that pupils make good progress over time. Their work is neatly presented and regularly marked. Teachers give pupils helpful advice about how to improve their work. Pupils mainly act upon this guidance and so make good progress.
- At times, the work is not set at quite the right level for pupils and so does not challenge all groups sufficiently. When this happens, their progress slows.

The achievement of pupils

is good

- Children join the Nursery with skills below those that are typical, especially in their language and communication. They make good progress in the early years because teachers match activities to children's individual needs.

- Phonics are taught especially well using a systematic approach tailored to the pupils' levels of ability. This has resulted in an above average proportion of Year 1 pupils reaching the required standard in the annual phonics check. Pupils read fluently and expressively and develop a love of reading.
- Pupils achieve well in Key Stage 1. Standards have been rising steeply over time and in 2014 attainment was average in reading and mathematics and above average in writing.
- Pupils have plenty of opportunities to apply their mathematical skills in practical problem solving. They use numbers confidently and build their understanding step by step as they progress through the school.
- Last year pupils in Key Stage 2 made good progress in each year group from their different starting points. Standards by the end of Year 6 were broadly average in mathematics and writing, but below average in reading. The school successfully focused on ensuring that most pupils reached the required level for their age in reading, and less able pupils did particularly well to achieve this. However, some of the most able pupils did not reach the higher levels of attainment.
- The school has responded promptly to the disappointing performance of the most able pupils in reading in 2014 and changed the way it teaches reading to the older pupils. These pupils did not receive the benefit of systematic phonics teaching when they were younger. A more rigorous and focused approach to reading has already had a positive impact on pupils' progress this year. For example, more than three quarters of the current Years 5 and 6 pupils have made accelerated progress this term. While their attainment is still below where it should be, they are rapidly closing the gap with national expectations.
- Writing has been improving quickly. This is because pupils use a wide range of different styles, often writing in different subjects. For example, Year 4 pupils compared settlements in Ancient Rome with those in the Indus Valley. There is also a strong emphasis on spelling, grammar and punctuation, and on pupils joining their writing. This means that writing is neat and mainly correctly written.
- Pupils eligible for the pupil premium make good progress because the support they receive is well targeted to their needs. In 2014 the gaps in attainment narrowed with other pupils in the school and with other pupils nationally. Eligible pupils were six months behind other pupils nationally in mathematics and writing and 10 months behind in reading. Within the school the gaps were negligible.
- The many disabled pupils and those who have special educational needs achieve well and the school meets their needs successfully. Those with more complex needs are especially well supported. The new special educational needs coordinator is currently reducing those on the register of special educational needs because so many are catching up with their peers as a result of the good support they are receiving.
- The achievements of the most able pupils are good at Key Stage 1, where an above average proportion of pupils reached the higher levels in reading and mathematics, and especially in writing. This is because they are suitably challenged. At Key Stage 2 the most able pupils achieved in line with their peers nationally in mathematics and writing, but did not do so well in reading.
- As such a large proportion of pupils is from minority ethnic backgrounds and speaks English as an additional language, the school caters very well for their needs. Teaching staff place an emphasis on speaking and listening, and giving pupils opportunities to perform, such as leading the 'Children in Need' assembly. Activities such as these ensure pupils are successful and achieve well.

The early years provision

is good

- Teaching is good in the early years. Activities led by teaching staff are focused and targeted well at children's levels of ability. The most able are sufficiently challenged and those with special educational needs are well supported. This enables all children to make good progress in Nursery and Reception.
- Teachers have high expectations of children's behaviour, so that children soon learn classroom routines and to take turns and share. They learn the safe way of using scissors and other tools. As a result, behaviour and safety are good.
- Children can access materials by themselves both inside and outdoors. Children learn to sustain concentration as they explore their world, and have good opportunities to practise their developing basic literacy and numeracy skills.
- The leadership and management of early years are good. A strong team of teaching staff work well together. They track and record children's achievements closely and share these with parents. Pupils mostly reach the expected levels of development by the end of Reception and are ready to start Year 1.
- Provision in the early years is not outstanding because there are some inconsistencies in the effectiveness of tasks children choose for themselves. These do not always build on what children are learning or help them to consolidate their skills.

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	133525
Local authority	Waltham Forest
Inspection number	444061

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	459
Appropriate authority	The governing body
Chair	Rasheed Dauda
Headteacher	Carnett Russell
Date of previous school inspection	30–31 March 2011
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