

Maybury Primary School

Maybury Road, Hull, HU9 3LD

Inspection dates 20–21 May 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	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	Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Teaching and learning are consistently good. As a result, most pupils make good progress in reading, writing and mathematics from their different starting points.
- Leaders leave no stone unturned to ensure that pupils are treated equally and that there is a relentless focus on driving up pupil performance.
- Pupils contribute significantly to the successes of the school through their good behaviour and readiness to learn.
- Children make an excellent start in the early years because teaching is outstanding.
- The excellent relationships between teachers and their pupils ensure lessons are purposeful and enjoyable.
- Parents are overwhelmingly supportive. They comment very positively on the school's many strong features and believe it to be 'a pillar of the community'.
- The highly successful promotion of pupils' spiritual, moral, social and cultural development is at the heart of the school's work.
- Staff morale is high; team spirit is very strong and all are committed to continued improvement. This helps to explain the school's success.
- There is a very strong focus on checking on how well different groups of pupils are learning, so that any falling behind can be immediately helped to make better progress.
- Governors use their knowledge of the school's strengths and key priorities for future development effectively to challenge the school's performance.
- Pupils feel safe in school because of the school's rigorous approach to keeping them safe.
- The teaching of linking letters to the sounds they represent (phonics) is consistently good. This helps to ensure that pupils make good progress in reading.

It is not yet an outstanding school because

- Work is occasionally not at the right level of challenge. In lessons, teachers sometimes do not check often enough on how well pupils are doing, especially in mathematics, which slows progress.
- Not enough attention is given to improving pupils' spelling. In some classes, pupils do not always take enough pride in the presentation of their work.
- Teachers' marking does not always help pupils to improve, especially in mathematics.

Information about this inspection

- The inspectors observed lessons in all year groups. Two of these observations were carried out jointly with the headteacher and two with the deputy headteacher.
- Inspectors also held meetings with a group of governors, including the Chair of the Governing Body, staff and pupils and talked to a representative of the local authority.
- Inspectors listened to a small number of pupils read in Years 1, 2 and 6 and observed pupils' conduct at playtime, lunchtime, in the playground, in the restaurant, and in assembly.
- Inspectors scrutinised a range of pupils' work from across the school, focusing especially on Years 2, 4 and 6. Inspectors studied a variety of documents including: the school's view of how well it is doing; plans for the school's future development; outcomes of leaders' observations of teaching and learning; safeguarding policies and records; and the school's analysis of data on pupils' progress, including future projections based on the school's tracking information. Inspectors also considered attendance information.
- Inspectors took account of the 10 responses to Ofsted's online questionnaire (Parent View) and the 78 responses to the school's recent questionnaire sent to parents. One inspector also spoke with some parents who were visiting school. Inspectors also looked at questionnaires completed by 22 members of staff.

Inspection team

Derek Pattinson, Lead inspector	Additional Inspector
Susan Twaites	Additional Inspector
Fiona Dixon	Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- Most pupils are from White British backgrounds. The proportions of pupils from minority ethnic groups and who speak English as an additional language are small.
- Early years provision is part time for Nursery children. Provision is full time for Reception children.
- The proportion of disadvantaged pupils supported by the pupil premium is considerably higher than that seen nationally. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.)
- The proportion of disabled pupils and those who have special educational needs is well-above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- A significant minority of pupils move into and out of the school between Years 1 and 6.
- Maybury Primary School converted to become an academy school in October 2013. When its predecessor school, also called Maybury Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school runs its own breakfast club and a lunchtime restaurant.

What does the school need to do to improve further?

- Improve the quality of teaching to ensure consistently rapid rates of progress and the highest levels of pupils' achievement, including in mathematics by making sure that:
 - work is planned well to provide all pupils, including the most able, with work that is always challenging
 - all teachers check pupils' work in lessons regularly and adapt tasks where necessary so that all pupils are always working at the right level of difficulty to reach their potential
 - marking is always used effectively to help pupils improve their work
 - pupils always take pride in how they present their work
 - pupils have more opportunities to improve their spelling.

Inspection judgements

The leadership and management are good

- Leadership is good because leaders work hard and successfully to overcome the difficulties that some pupils face. The impact of their work can be seen in the good progress made by all pupils, including disadvantaged pupils and pupils who have special educational needs. Furthermore, there are good relationships and pupils behave well, providing further evidence of the good quality of leadership and management. The leadership team has recently been strengthened further to help secure rapid rates of progress and the highest standards for all pupils.
- The experienced headteacher, ably supported by her deputy headteacher, other staff and the governing body, provides an effective steer and a clear determination to help secure further improvement for the school. Morale is high and team work is very strong. Indeed, the whole school community shares leaders' commitment and drive to raise standards further and to speed up pupils' progress. This is seen in the very positive responses to the staff questionnaire. It is also shared by the small number of parents who left their views on Parent View. Of the much larger number of parents who responded to the school's recent questionnaire, almost all unreservedly recommend the school to others. Pupils too, in their words, give the school '10 out of 10'.
- The school's comprehensive improvement plan clearly pinpoints the right priorities and is strongly focused on driving up standards. Tracking progress towards the achievement of agreed priorities is rigorous and regular. The plan makes clear how and when pupils' achievement will be measured throughout the year and involves all staff and the governing body.
- The leadership of teaching is strong and provides good support for staff who are at different stages of development professionally. Support for the newly-qualified teacher is good. Teachers and support staff say they are well supported to improve their skills and knowledge. The systems for checking the performance of teachers are rigorous. Pay progression is closely linked to pupils' achievement, improvement priorities and the national standards for teachers.
- Leadership at all levels is good. Subject leaders know exactly where strengths and areas for development lie. The deputy headteacher has worked hard and successfully to improve the rates of progress of pupils who have special educational needs. Other staff with key roles play their part to the full in helping to ensure that pupils make good progress.
- The pupil premium funding is used effectively to help disadvantaged pupils learn at a faster rate, such as through individual and small-group support and work carefully matched to their precise needs. As a result, they progress as well as and sometimes better than other pupils in the school. Leaders, including governors, check carefully to ensure that this funding is having a positive impact.
- The school tackles discrimination and promotes equality of opportunity well. There are rigorous checks made on the progress of individuals and groups of pupils. Additional support and challenge is provided where needed including for pupils who speak English as an additional language. As a result, all groups make good progress. However, a few pupils, usually the most able and in mathematics, do not always make the best possible progress because work is sometimes not at the right level of challenge for them.
- The range of subjects is planned well so that pupils develop a love of learning. There are many opportunities for pupils to develop skills and confidence in a wide range of activities. For example, in sport there is a variety of after-school clubs, and in music many pupils play in the school's brass band. Pupils appreciate the breakfast club, the lunchtime restaurant and visits to places of interest, such as the Humber Bridge and a synagogue.
- The curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural development. British values are well taught, with different faiths and cultures also studied to help tackle discrimination and promote tolerance and understanding. As a result, pupils are well prepared for life in modern Britain.
- The school's arrangements for safeguarding pupils are rigorous and meet statutory requirements.
- The primary physical education and sport premium is used effectively to improve staff expertise, increase the range of sports and develop pupils' physical skills. For example, specialist coaches work alongside teachers so that they are more confident teaching physical education and there are opportunities for pupils to take part in gymnastics and play dodge ball.
- The local authority has provided valued support to the school. It considers that it only requires low-level support. Leaders in school also increasingly support staff from other schools.
- **The governance of the school:**
 - Governance is good. Governors have a good understanding of the quality of teaching throughout the school and their collective responsibility to hold teachers to account for pupils' achievement. They successfully challenge leaders to drive forward improvement. Governors know, too, what the school's

strengths are and where it still needs to improve. For example, the governing body knows that leaders have introduced successful initiatives to secure higher standards in writing.

- Governors help to monitor pupils' progress and performance. For example, they look regularly at pupils' books to help evaluate progress. They also examine school and national data to check how different groups of pupils are performing compared to the same groups nationally. The governing body ensures that the school's management of teachers' performance is rigorous, with a sharp focus on improving pupils' achievement. They know what the school is doing to reward good teaching and tackle underperformance.
- Governors constantly seek value for money by carefully evaluating the impact of their actions. For example, the governing body's decision to appoint additional staff has helped to drive up standards by securing improvement for pupils who have needed additional support. Funding to support disadvantaged pupils has been very carefully targeted and the impact rigorously evaluated.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Sometimes, in lessons, and in an assembly seen during the inspection, it is outstanding. It is underpinned by good relationships at all levels. This is confirmed by records, observations and discussions with pupils.
- Pupils are very proud of their school and are keen to learn. One pupil commented, 'We are all well educated here.' and another added, 'Teachers are brilliant, friendly and good at their job, and this is why we enjoy lessons.'
- Behaviour around the school, in the restaurant and hall, in the playground and along corridors, is good. Pupils are polite and courteous to adults and to each other. Indeed many pupils spoke without prompting to inspectors asking them if they were enjoying their visit and informing them how much they liked being at their school. They walk calmly and in an orderly manner along corridors and into and out of classrooms, many chatting happily together. Pupils are very aware of the high expectations of the behaviour demanded by the school.
- Pupils show very good concentration and perseverance when in the classroom. They work very well together, especially when pupils, including those who have special educational needs, are inspired by their learning and are well supported. This was seen, for example, in a Key Stage 2 lesson in which groups of pupils were constructing large rockets as part of their project on outer space. On the very rare occasions when there is a little inattentiveness, it is because work is not matched effectively to pupils' learning needs.
- Pupils thoroughly enjoy coming to school. They like the wide range of activities the school provides, many of which they say are fun. Pupils relish the responsibilities they are given and carry them out conscientiously and with maturity. For example, school councillors take their responsibilities very seriously and say that school leaders are very supportive of them. Under the leadership of a teacher, the school council has redesigned opportunities for play and sports activities during the lunch break.
- School leaders make great efforts to promote regular attendance. They are very largely successful in these. Nevertheless, attendance is still a little below average.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils and parents agree that the school is a safe place to learn and that bullying in school 'rarely happens' and 'when it does, it is quickly sorted out'. Nevertheless, pupils are aware of the different types of bullying, including cyber bullying, and they know about dangers posed by the internet. They can explain how the school has helped them to understand how to stay safe in different situations.
- They are familiar with and like the system of rewards, such as golden tickets, which are used to spur them on and to encourage them to try hard. All protocols, policies and documentation are in place and provide further evidence of the high profile given to keeping pupils safe.

The quality of teaching is good

- There is good quality learning and there are increasing rates of progress in reading, writing and mathematics.
- Relationships between teachers and pupils are very positive, promoting enthusiastic attitudes to learning that support good achievement. Teachers motivate pupils through the regular use of praise and encouragement. As a result, no time is wasted and pupils have high levels of engagement, which contribute to the good progress that they make.
- All pupils have many opportunities to talk together to help them increase their knowledge and understanding and develop as confident speakers, such as when pupils in Key Stage 1 were learning to blend letters in unfamiliar words.
- Teachers skilfully use questioning to extend and deepen pupils' learning and this ensures good rates of progress. For example, in a lesson in upper Key Stage 2 on writing a story, adults used probing questions and prompts to extend pupils' vocabulary and encourage the use of more complex sentences.
- There is good provision for disadvantaged pupils. Adults ensure that these pupils are fully involved in their learning by matching learning carefully to their needs and sensitively supporting them through difficulties.
- Teachers have high expectations of pupils and challenge most well. However, not all pupils are encouraged to present their work with enough care. Furthermore, work for pupils, especially for the most able and in mathematics, is not always matched precisely to their learning needs, which slows their progress. This is sometimes because there is not enough checking of pupils' work during the lesson.
- Teachers have secure subject knowledge to help pupils learn and they lead sessions enthusiastically, placing strong emphasis on encouraging pupils to become independent and confident learners. Most pupils know their targets in literacy and numeracy to help them make progress.
- The teaching of reading is good. Pupils have many opportunities to read books which interest them and which are at the right level. As a result, they make good progress, across different year groups, in learning to read fluently for information and enjoyment.
- The teaching of writing is good. Pupils write for a wide range of different purposes, including instructions, diary entries, poems and stories. However, sometimes teachers pay too little attention to improving pupils' spelling.
- The school is increasingly successful in encouraging pupils to use and apply their English and mathematics skills in other subjects, especially in work on topics, and this further deepens pupils' understanding. For example, in their 'Keen to be Green' topic, pupils considered important questions, such as, 'Should deforestation be stopped?'
- Teachers' marking of pupils' books is accurate and almost always acknowledges and celebrates pupils' efforts. However, it does not always help pupils to improve their work, especially in their mathematics' books.

The achievement of pupils is good

- Pupils, including those who join the school part-way through their education, achieve well and make good progress from their individual starting points. They reach standards which are usually broadly average in reading, writing and mathematics by the time they leave Year 6. Parents agree that their children make good progress as they move through different year groups, one commenting that, 'The school gets the best out of my child.'
- The most-able pupils largely achieve well. For example, in reading, the most-able pupils talk confidently about the main characters in books they have read, can draw inferences about what may happen next in the story and talk at length about their favourite books and why they like them. However, occasionally, especially in mathematics, work is not matched to their precise needs to enable them to make the best possible progress.
- Children enter the school in the early years with skills and understanding mostly below those typical for their age, especially in their communication, language and social skills. However, because of mostly outstanding teaching they make up much lost ground as they move through the Nursery and Reception Years in all areas of learning.
- Most pupils achieve well as they move through Years 1 and 2, making up further lost ground in reading, writing and mathematics. Indeed, the gap in attainment by the end of Year 2 between the pupils in school and pupils nationally has been narrowing for the past four years, reflecting the consistently good teaching.
- Reading is a strength of the school. Results in reading in Key Stage 1 in 2014 were above average, reflecting the above-average performance in the phonics screening check and the consistently good

teaching of phonics. Indeed, projections from the school's rigorous tracking indicate that more Year 6 pupils than nationally are likely to make better than expected progress in reading this year.

- Progress across Years 3 and 4 has, in the recent past, been slower than expected. Teachers in Years 5 and 6 have worked successfully to accelerate progress rapidly. Nevertheless, fewer pupils than nationally in 2014 achieved the higher levels, especially in writing in the end-of-key-stage national tests. Even so, all pupils in Year 6, most of whom were disadvantaged pupils, achieved the national average Level 4 in reading. Since then there has been a highly successful drive to accelerate progress further. As a result, pupils are now making consistently good progress.
- The achievement of disabled pupils, those who have special educational needs and the small number who speak English as an additional language is good. This is because of good leadership and because these pupils are supported well in lessons and through carefully targeted interventions. They do as well as other pupils relative to their individual starting points, achieving at least as well as these groups nationally.
- Results in 2014 in the English grammar, punctuation and spelling assessment were average. Pupils' books show that grammar and punctuation are given considerable emphasis. However, sometimes spelling is not given enough attention to enable pupils to reach the highest standards.
- The many disadvantaged pupils make good progress from their different starting points. In Year 6 in 2014, gaps in performance between disadvantaged pupils and other pupils in school were negligible. When compared to non-disadvantaged pupils nationally, disadvantaged pupils in school were over two terms behind in writing and mathematics. However, in reading they were less than a term behind. Inspection evidence and school data show that gaps in attainment across the school and compared to national data are rapidly closing. This is because expectations of what disadvantaged pupils across the school can achieve are high and levels of support are good.

The early years provision

is outstanding

- Provision in Nursery and Reception is highly successful in laying down very secure foundations for future learning. As a result, children make an impressive start to their school life from usually below typical starting points. Gaps in their learning close particularly rapidly in language and social development. Children do a great deal of catching up, although they are still a little below what is expected when they start Year 1.
- Good arrangements for children joining the Nursery ensure that they settle quickly into well-established routines. Overall, their achievement is outstanding.
- The leadership and management of the early years are outstanding. The skilled and enthusiastic leader provides the drive and determination to help ensure that children make excellent progress as they move through Nursery and Reception Years. She has a particularly clear view of the performance of different groups of children.
- Team work is very strong; adult support is high quality and relationships between adults and children are warm and friendly. As a result, children are happy, feel safe, behave very well and are very keen to learn. Indeed, many cannot wait to become 'star of the day'!
- A wide variety of well-organised and carefully supervised activities often inspire children to develop a love of learning. For example, following a visit to a farm, children used coloured dough to make farm animals and play an 'I spy' game to identify farm animals from pictures. Some used computers, confidently working on phonics programmes while others worked on stories such as 'The Enormous Turnip'. Outside, children rode wheeled vehicles around a circuit while others built large constructions such as block towers.
- The quality of teaching over time is outstanding. Staff have high expectations and children achieve very well in all areas of learning because activities really challenge them. All adults ask probing questions to help children develop language skills. Planning and organisation are of a high quality. An excellent range of resources support and extend learning both inside and outside. There is a good balance between activities organised by adults and those chosen by children. Children readily help tidy up, showing that independence is strongly encouraged.
- Comments such as, 'My child skips into school' and 'The staff really care and know the children inside-out' provide evidence that parents are very supportive of provision in the early years. Staff ensure communication with parents is regular and informative, enabling parents to support their children's learning. Initiatives, such as the craft activity day, which took place during the inspection, enable parents to work alongside their children and are helping to forge strong relationships between home and school.
- All staff contribute to regular observations and checks on children's learning. These accurate assessments enable leaders to provide clear targets for each child's development and are used to extend their experiences. Most activities are carefully matched to children's individual needs and so many make

excellent progress. This contributes to the increasing proportion of children attaining a good level of development.

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	140246
Local authority	City of Kingston upon Hull
Inspection number	450349

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	261
Appropriate authority	The governing body
Chair	Charleyne Wright
Headteacher	Alison Grantham
Date of previous school inspection	Not previously inspected as an academy
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