

Inspection of Maryland Primary School

Gurney Road, London E15 1SL

Inspection dates: 22 and 23 February 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

A strong sense of community exists at Maryland School. Pupils are incredibly kind and respectful towards one another. They understand what is special about their school and work hard to demonstrate the school's values of resilience, teamwork and respect. They are motivated and enthusiastic learners.

Pupils behave exceptionally well in lessons and when moving around the school. This is because staff have high expectations of them. Lessons are not disrupted by poor behaviour. Pupils are not worried about bullying because it rarely happens, and if it does, staff act quickly so it stops. Warm relationships between pupils and staff permeate the school. Pupils know who to talk to if they are worried. They know they will be listened to, and as a result feel happy and safe.

Leaders provide many opportunities for pupils to take on positions of responsibility. For example, pupils known as 'eggsperts' take care of the chickens that live on site in 'Cluckingham Palace'. Pupils are responsible for feeding the chickens and take pride in selling their eggs.

Leaders provide a range of clubs, including choir, fencing, karate and 'Maryland movers'. These activities support pupils to develop their talents and pursue their interests.

What does the school do well and what does it need to do better?

Reading takes priority here. Leaders want every pupil to learn to read fluently and without delay. Staff are well trained in the teaching of phonics. This means they teach reading well. Staff check the sounds that pupils know regularly and systematically. This means that pupils who may find reading difficult are given help to catch up. Pupils, including those in the early years, are given books to practise reading that are matched to the sounds that they know. This helps to improve pupils' confidence and fluency.

Pupils read widely and often. They have regular opportunities to visit the school libraries and 'reading spots'. This develops a love for reading. Pupils appreciate the diverse range of books on offer to them.

Leaders are ambitious for all pupils to achieve well. Leaders have put a well-structured curriculum in place that meets the requirements of the national curriculum. They have identified what they want pupils to learn and broken this down into logical steps. For example, pupils in Year 5 make detailed printing blocks inspired by William Morris because they have been given the opportunity to analyse and evaluate his artwork and then plan careful designs.

In the early years, children get off to a good start. Classrooms are safe and stimulating places to learn. Leaders ensure that children have the knowledge and skills they need for Year 1. Teachers provide frequent opportunities for children to

practise early writing skills independently. However, sometimes adults do not model language effectively, and as a result, they do not extend children's vocabulary or sentence structure. This means that children miss out on opportunities to hear and practise new language.

Leaders make sure that staff have the subject knowledge they need to deliver the curriculum. Teachers address misconceptions and explain concepts clearly.

Pupils with special educational needs and/or disabilities (SEND) access learning alongside their peers. Leaders work effectively with external professionals, such as therapists and psychologists. These experts provide training for teachers and teaching assistants. However, sometimes the strategies for pupils with education, health and care (EHC) plans are not enacted in lessons to ensure that pupils with SEND make progress against their individual targets and across the curriculum.

Pupils are taught how to keep safe both on and offline. Leaders provide opportunities for pupils to understand and regulate their feelings. Right from the start in early years, pupils manage their emotions well. Leaders and teachers have extremely high expectations for pupils' behaviour. This means that the curriculum can be taught without interruption.

The provision for pupils' personal development is exemplary. The school's values are woven throughout all aspects of school life. Leaders make sure that opportunities to enhance pupils' social and emotional development are threaded through curriculum subjects. For example, leaders host an annual art exhibition showcasing pupils' work, which is open to the public.

Staff are extremely proud to work here. They value the support they are given by leaders to continually improve their practice. Governors are committed to and ambitious for the school. They understand what the school does well. Leaders and governors make sure that workload is manageable and that staff well-being is a priority.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a priority here. Staff are well trained. Regular updates ensure that staff are aware of the risks pupils may face. Staff understand and follow procedures for reporting concerns and leaders respond quickly to these. Leaders engage with outside agencies and safeguarding partners to make sure that pupils get the help and support they need. Leaders provide opportunities for pupils to learn about possible risks. Pupils are encouraged to keep safe, including online. They are taught to recognise the signs of unhealthy relationships.

Governors understand their statutory duties. They carry out robust checks on staff before they are appointed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, pupils with SEND do not have access to the strategies agreed on their EHC plans. This is because leaders do not consistently check that resources and methods are in place. Teachers and leaders need to ensure that the strategies for pupils with EHC plans are enacted in lessons so that pupils with SEND make progress against their individual targets and across the curriculum.
- Sometimes, in the early years, adults do not model language effectively, which means they do not extend children's vocabulary or sentence structure. When this happens, children miss out on opportunities to hear and practise new language. Leaders need to ensure that teachers and teaching assistants receive relevant training and that children acquire the language they need for future learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102730
Local authority	Newham
Inspection number	10255383
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	The governing board
Chair of governing body	Graham Plant
Headteacher	Lorna Jackson
Website	www.maryland.newham.sch.uk
Date of previous inspection	12 December 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the senior leadership team to discuss school development.
- Inspectors met with representatives of the governing body. They also met with a representative of the local authority.
- Inspectors scrutinised a wide range of documents, including those relating to safeguarding, pupils' personal development and behaviour and attendance.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and design technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- Inspectors also spoke to leaders and looked at samples of pupils' work in music, history and science.
- The views of parents and staff were also considered, including through Ofsted's surveys.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- Inspectors reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

Inspection team

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