

Inspection of a good school: Drapers' Maylands Primary School

Settle Road, Romford, Essex RM3 9XR

Inspection dates:

1 and 2 November 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The principal of this school is Trudy Spillane. This school is part of Drapers' Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Darren Luckhurst, and overseen by a board of trustees chaired by Charles Timothy Page.

What is it like to attend this school?

Pupils thrive in their learning at this school. They love coming to school and attend regularly. Pupils are confident that school is a safe place. They feel respected and supported. As one pupil explained: 'We feel safe and happy because everyone cares for each other.' This sums up pupils' views very well.

The school has high expectations for every pupil. Clear systems and routines ensure that pupils behave extremely well. They take responsibility for their behaviour. Older pupils are proud to be ambassadors. They role model the high expectations for respect and courtesy expected of all. Pupils said they have no worries about bullying at this school. They are confident that when incidents happen, adults will help them to sort things out.

These high expectations continue into the classrooms, where behaviour is exemplary. Pupils are proud of their learning. They work hard and learn exceedingly well across the curriculum.

Parents and carers are highly positive about the school. They are confident that the school takes good care of their children. One parent said, reflecting the views of others: 'What children learn in this school is amazing.'

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

The school's curriculum is ambitious. It exceeds the requirements of the national curriculum. Subject content is selected with great care. For example, older pupils learn about China and the impact of Chinese culture. The school provides these opportunities so that pupils can become confident global citizens. Pupils are very well prepared for transition to secondary school.

The school has identified the knowledge and skills that pupils should learn in all subjects, from Reception to Year 6. Pupils learn subject content in a logical order. This helps them to build more complex knowledge over time. The school focuses consistently on making sure that pupils remember knowledge extremely well, including by using and revisiting subject-specific vocabulary. In geography, for example, older pupils build on their previous learning about continents and countries. They identify the fault lines where tectonic plates meet and where earthquakes are likely to occur. They use words such as 'seismic wave' and 'epicentre' to explain their understanding.

Teachers have excellent subject knowledge. They routinely check pupils' understanding of what has been taught. They use this to provide further explanations and extra help for those who need it. The school identifies the best ways to help pupils with special educational needs and/or disabilities (SEND). These pupils are identified promptly and very well supported. They use extra resources or talk things through with the adults who support them. This ensures that pupils with SEND access and learn the same challenging curriculum as other pupils.

Pupils achieve very well across the curriculum. In 2023, pupils' outcomes in national assessments at the end of Year 2 were very high. At the end of Year 6, pupils' outcomes were less positive. Leaders immediately identified and rectified any minor issues with how the curriculum supports pupils' learning. For example, in mathematics, opportunities for reasoning have been further strengthened. Pupils enjoy daily reasoning 'challenges'. They think logically to successfully solve difficult mathematical problems.

The school makes sure that a love of reading has high priority right from the start. Teachers and pupils have created an attractive 'reading garden' in every classroom where they read for pleasure daily. Pupils also hear stories read to them every day. Both pupils and parents use the school library, which is well stocked with a wide range of books. Older pupils deepen their understanding of literature by reading sophisticated texts. For example, they read books where events do not happen in time order, or where the narrator does not always give reliable information. As one pupil commented: 'Reading opens doors to different worlds.'

Staff teaching phonics are knowledgeable and highly skilled in delivering the programme. All staff from Reception to Year 6 are well trained. They model sounds accurately. Pupils read books to help them practise the sounds they have learned in lessons. The school spots those at risk of falling behind and acts quickly. These pupils catch up quickly to become fluent, confident readers.

Pupils have multiple high-quality opportunities which aim to develop their interests and talents. For example, they take part in dance workshops, play instruments in a school band, or take a role in school performances led by theatre professionals. They can also learn about the world of work by taking on responsibilities in the school office or setting up art exhibitions.

Staff are overwhelmingly positive about the school. They are confident that leaders take workload and well-being into account when making decisions.

The school takes a range of effective actions to make sure that pupils attend school regularly. Leaders look for patterns in absence and plan actions accordingly, including for pupils who are disadvantaged.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium](#)

[funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141549
Local authority	Havering
Inspection number	10293287
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	Board of trustees
Chair of trust	Charles Timothy Page
Principal	Trudy Spillane
Website	www.drapersmaylands.com
Dates of previous inspection	7 and 8 June 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of Drapers' Multi-academy Trust.
- The school does not currently make use of any alternative provision for pupils.

Information about this inspection

- Inspections are a point-in-time judgment about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. This included discussions about the curriculum, visits to a sample of lessons, discussions with teachers, pupils and staff and scrutiny of samples of pupils' work. The inspector also considered the curriculum in some other subjects, including art and science.

- The inspector held discussions with the headteacher, the deputy headteachers, senior leaders, curriculum leaders, the chief executive officer, trustees and members of the local governing body.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record, took account of the views of leaders, staff and pupils, and considered the extent to which the school has created an open and honest culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school.
- The inspector considered the views of parents shared through Ofsted Parent View, and met with some parents at the start of the day.
- The inspector gathered the views of pupils and staff through surveys as well as discussions conducted throughout the inspection.

Inspection team

Andrew Rigby, lead inspector

Ofsted Inspector

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