



Maytree Nursery and Infant School

Inspection Report

Unique Reference Number 116093
Local Authority Southampton
Inspection number 279748
Inspection dates 23–24 January 2007
Reporting inspector John Earish

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

Type of school	Infant	School address	Derby Road
School category	Community		Southampton
Age range of pupils	3–7		SO14 0DY
Gender of pupils	Mixed	Telephone number	023 8063 0522
Number on roll (school)	262	Fax number	023 8063 3613
Appropriate authority	The governing body	Chair	Mrs Meenu Grewal
		Headteacher	Mr Robert May
Date of previous school inspection	8 May 2000		

Age group 3–7	Inspection dates 23–24 January 2007	Inspection number 279748
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This average sized school is situated in central Southampton, where social circumstances are much less favourable than average. Almost all of the pupils are from minority ethnic groups and the overwhelming majority are at the very earliest stages of learning English. Attainment when children start school, whether in Nursery or Reception, is low. An increasing number are starting school after the end of Foundation Stage with very few skills in English. The proportion of pupils with learning difficulties and disabilities is below that found nationally. The proportion of pupils eligible for free school meals is well above average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Maytree is a good school with outstanding features. One of the pupils excitedly commented, 'I like school because I like to work hard'. Another felt he was very lucky to be at the school because 'The teachers help us do our very best and make learning fun'. The school's provision for the care and well-being of its pupils is outstanding. Teachers guide and support them extremely well. Parents overwhelmingly agree. One wrote, 'I feel that my son has made excellent progress as he did not speak any English before he started and now speaks it as good as most children of his age. I am also confident about leaving my child at school as I know he is well looked after'.

Achievement is good. All groups of pupils achieve well because they are taught well. Standards in reading, writing and mathematics are broadly average by the age of 7 years despite the fact that many start in the nursery with skills and abilities that are much lower than those expected of three-year-olds. Good provision in the Foundation Stage helps young children settle very quickly and effortlessly into school life and achieve well. This is a good preparation for future life and learning. Throughout the school good achievement is rooted in the consistently good quality of the teaching and the good curriculum which increases pupils' confidence and raises their self-esteem. Work is well matched to the pupils' varying needs and abilities and this ensures good progress. In addition, teachers are extremely good at promoting equal opportunities and tackling discrimination.

Pupils' personal development is good because the school maintains a friendly environment where the needs and cultures of others are respected. As a result, pupils behave well and are courteous to staff and each other. Pupils' understanding and commitment to healthy lifestyles is outstanding and they are certain they are helping to make the school a better place for everyone. Attendance is below the national average but is improving year on year.

The school provides a good curriculum that contributes to pupils' high levels of enjoyment. Good links are made between subjects to make the learning more meaningful. Pupils with learning difficulties or disabilities and those with English as an additional language are well provided for. However, there is a weakness. The curriculum does not provide sufficient opportunities for pupils to extend their information and communication technology (ICT) skills across all subjects.

Leadership and management are good. The school is well managed and runs smoothly. The senior management structure has recently been revised to enable the school to respond rapidly to the changing nature of the school's intake. These new roles are developing well, but it is too soon to measure their full impact on pupil's achievement.

Given the good progress made since the last inspection and the accurate self-evaluation, there is good capacity to secure further improvement.

What the school should do to improve further

- Provide more opportunities for pupils to extend and develop their ICT skills across the curriculum.

Achievement and standards

Grade: 2

All groups of pupils achieve well during their time at school. Standards are broadly average by age 7 years and the rate of improvement has increased over recent time. Pupils from the ethnic minority groups, who are the overwhelming majority, settle well into school life and achieve well. Those with learning difficulties and disabilities receive well focused support and make good progress.

Children who start in the nursery do considerably better than the many pupils who are now joining late, often from overseas, and speaking very little English. For example, an unexpected intake of overseas pupils during Year 2 with very little English or experience of schooling meant that standards dipped significantly in 2006. However, pupils in the current Year 2 are making good progress and are on track to meet their challenging targets. They are making equally good progress in reading, writing and mathematics.

Personal development and well-being

Grade: 2

Pupils are very happy at school, behave well and are very keen to learn. They enjoy the many opportunities that the school has to offer them and speak enthusiastically about it. Spiritual, social, moral and cultural development is good. Pupils have a good understanding of the many cultures represented within the school community which they value and respect. They know about the importance of a healthy lifestyle and staying safe, and have recently achieved the Healthy Schools Award. For example, statistics show that tooth decay has been significantly reduced after making class visits to the dentist to learn about dental hygiene and then putting what they had learned into practice. Pupils feel safe at school and say that bullying is rare. However, when it does occur it is dealt with very quickly by the adults. Attendance is below average but improving as a result of the school working with parents and offering strong advice against visiting overseas relatives during term time. Pupils contribute well to their community through helping in lessons and serving on the school council. They are well prepared for future economic well being because they are rapidly acquiring basic skills, making good progress in their learning and cooperating well together.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good because teachers know pupils well, have high expectations of them and plan work that matches their individual needs and capabilities. They use questioning skills well to discover the full extent of pupils' understanding. They use these responses successfully to consolidate previous learning, clarify new ideas and to move pupils on to more challenging work. For example, teachers successfully use targets and individual educational plans to support pupils with learning difficulties and disabilities and those with higher ability. Teaching assistants make a significant contribution to the progress made by pupils, particularly those who are at the early stages of learning English. However, there are some weaknesses in teaching. On a few occasions the introductions to activities are overlong and some pupils become restless and progress slows. Although teachers use interactive white boards well, opportunities for pupils to extend their ICT skills are sometimes missed.

Curriculum and other activities

Grade: 2

The curriculum is good and meets the needs of all pupils, including those with learning difficulties and disabilities and whose first language is not English. The Foundation Stage curriculum covers all the areas of learning and provides children with a very good start to their education. Throughout the school there is a strong focus on the development of pupils' skills in literacy and numeracy. Pupils' personal development is promoted very well through teaching about health, relationships and being a good citizen. The school draws on the expertise of outside agencies outstandingly well to support this work[0]. For example, the 'Role Model' initiative introduces pupils to young Asian adults who have attended local schools, continued onto higher education and qualified for fulfilling and rewarding careers. However, there is a weakness. Opportunities for pupils to develop their ICT skills across the curriculum are limited.

Care, guidance and support

Grade: 1

The overwhelming majority of parents believe the school provides outstanding care, guidance and support. Teaching assistants and helpers, alongside teachers, play a vital part in ensuring such high quality provision. Pupils speak confidently about the many trusted adults they can turn to for help, support and guidance.

The tracking of pupil's academic and personal development is exemplary. Information is used very well to track pupils' progress and to address any underachievement. Personal targets are used very effectively to guide improvement. Pupils find this particularly helpful as it helps them to understand what they need to do to improve. Vulnerable pupils are identified early and are very well supported. Parents, many with

little English, are also helped to guide and support their children at home using material specially written and devised by the school.

Leadership and management

Grade: 2

The very good leadership of the headteacher and his deputy has resulted in a very positive ethos where all pupils and staff are highly valued. Team work is good and a strong feature of this school. All adults fully understand, and are extremely good at, promoting equality of opportunity and tackling discrimination. Teaching and learning are regularly monitored and the outcomes are used well to guide future developments to raise pupils' achievement.

Clear and detailed systems for appraising the school's work have accurately identified key priorities for development. For example, the senior management team has recently been restructured so the school can adapt more rapidly to the changing nature of the intake. To this end, several well chosen and carefully planned initiatives have been started but it is too soon to measure the effectiveness of the new structures on raising pupils' achievement. The governing body is good at supporting and challenging the school and in meeting its statutory responsibilities. They are playing an expanding role in the school's cycle of self review.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you very much for making us so welcome when we visited your school recently. We were really impressed with your friendliness and good behaviour and your sensible and helpful attitudes towards each other.

Here are some of the good things we found about your school.

- Your behaviour is good, and you told us that you really enjoy school and we could see that you do!
- All the adults work hard to make sure that the school is safe and you are extremely well cared for.
- You are taught well, and when you find work hard you are given the right sort of help.
- You are very knowledgeable about staying safe and how to live healthily, especially not eating too many crisps or having lots of cans of fizzy drinks! We were very pleased to hear that you brush your teeth regularly and enjoy having gleaming white teeth.
- We think your school tries very hard to help your parents to support you with your school work at home.

We think that you are given a good education which prepares you well for the next stage of your learning. To make it even better, however, we are asking your teachers to give you more opportunities to use the computers during lessons to help you with your learning.

You can all help by continuing to work hard and to meet the targets set for you.

With best wishes,

John Earish

Lead Inspector