



# Maybury Primary School

## Inspection Report

**Unique Reference Number** 117802  
**Local Authority** Kingston-upon-Hull  
**Inspection number** 290931  
**Inspection dates** 21–22 September 2006  
**Reporting inspector** Shirley Herring

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

<b>Type of school</b>	Primary	<b>School address</b>	Maybury Road
<b>School category</b>	Community		Hull
<b>Age range of pupils</b>	3–11		HU9 3LD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 701387
<b>Number on roll (school)</b>	229	<b>Fax number</b>	01482 331901
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ms Di Osgerby
		<b>Headteacher</b>	Mrs Claire Patton
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	21–22 September 2006	290931

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Maybury is an average size primary school in an area of high social deprivation. The number of pupils has fallen substantially over the last five years because of the demolition of a local housing estate, though numbers have now stabilised. A new school is to be built on adjacent land for next September. Almost all pupils are from a White British background. The number of pupils with learning difficulties and/or disabilities is well above average. A small proportion of pupils have a home language which is not English, though no child is at an early stage of learning English. There are few Traveller children in school. The school is part of the Excellence in Cities project based on the same site and has links with support agencies and local training colleges. There is a breakfast club and the school is a contributor to the Free Healthy School Meals pilot scheme.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Maybury is a satisfactory but improving school, with some good features. This agrees with the school's own evaluation. Behaviour is good because of the high expectations and clear systems of sanctions and rewards, which are well understood. Pupils are cared for well. Their welfare is paramount and every step is taken to ensure their safety. Pupils enjoy coming to school and attendance has improved considerably; it is now satisfactory. There is a flourishing breakfast club and healthy lunches are provided for all pupils, who are developing a good understanding of a healthy lifestyle. Lunchtimes are pleasant occasions in which pupils are encouraged to develop good social skills that prepare them well for later life. Through involvement in the school council pupils make a satisfactory contribution to their school community and learn how to become good citizens.

Standards are well below average in Year 2 and Year 6. Achievement is satisfactory, given the well below average starting point when children begin school. Over the last three years, standards by the end of Year 6 have risen in English, mathematics and science. There are still too few pupils, however, reaching the higher Level 5. While most work in lessons meets pupils' learning needs, there are times when the level of challenge for the few higher attaining pupils is not good enough. School results indicate a slight fall in standards in Year 6 in 2006. The school attributes this to the number of pupils with learning difficulties and/or disabilities, in particular emotional and behavioural problems. Despite this, school records show that this class made satisfactory progress in exceeding the school's targets. While resources and effort were concentrated on improving literacy and numeracy skills, science was without a subject leader and standards dropped considerably from the time of the last inspection.

Teaching is satisfactory. It is strong in the Reception class, Year 1, and in the older classes; as a result, learning and progress are accelerated in these years. In other classes, the pace of lessons is sometimes slow; consequently, the rate of progress is not always fast enough to help pupils reach higher standards.

Leadership and management are satisfactory. Prior to the headteacher's appointment in 2003, the school had seen a sharp fall in the number of pupils reaching the expected level in English and mathematics. From 2003 to 2005, the proportion of pupils in Year 6 achieving the expected Level 4 increased substantially and more than doubled in mathematics. This is because of the school's concentration on raising standards of basic skills and the good support from the local authority. However, while monitoring and evaluation systems are satisfactory, the information gathered is not always used promptly to intervene when pupils are not making fast enough progress to be able to attain higher standards.

Provision in the Foundation Stage is sound and children make satisfactory progress, though learning is accelerated in the Reception class because of the demanding pace of activities. Children develop good attitudes to school from an early age because of the good provision for personal, social and emotional development in Nursery and Reception.

The continuing improvement in standards since the headteacher took up post and the good improvements in behaviour and attendance indicate a good capacity to improve further. The school gives sound value for money.

### **What the school should do to improve further**

- Increase the pace of lessons and raise teachers' expectations of the more able pupils.
- Improve standards and achievement in science.
- Improve the use of data to intervene when pupils are not making fast enough progress.

## **Achievement and standards**

### **Grade: 3**

Pupils make sound progress as they move through the school and achievement is satisfactory. Children enter school with skills which are well below what is usual for their age, particularly in language and social skills. They make sound progress in the Foundation Stage, though skills remain well below average as children enter Year 1. A strong aspect of provision is the high priority rightly placed on personal, social and emotional development, which enables children to develop good attitudes to school from an early age. Standards are well below average at the end of Year 2. School records show that in 2006 more pupils reached the expected level in reading, writing and mathematics because of the high priority placed on raising standards.

Standards are well below average at the end of Year 6. There has been an intense concentration on improving standards in English and mathematics over the past four years, with support from the local authority. There has been a good improvement in the proportion reaching the expected Level 4, though few pupils attain the higher Level 5. The slight fallback in test results in 2006 was attributable to the number of pupils with behavioural and emotional difficulties, which led to some disruption in learning. During that time, science was without a subject leader and standards dropped considerably from the time of the last inspection. Pupils with learning difficulties and/or disabilities make similar progress to the rest of the class because of the skilled support they receive. The very small number of Traveller children make good progress because every effort is made to help them settle quickly into school.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good; this is a strong area of the school's work. Pupils behave well as a direct result of the school's effective policy. They show courtesy and respect for others and are excited by the many enrichment activities provided for them. Pupils settle quickly to work in lessons, concentrate well and persevere when work proves to be difficult. Attendance is satisfactory because the school has a clear policy that rewards good attendance and punctuality. All pupils know that a healthy lifestyle

such as regular exercise and a good, balanced diet is important. Those who attend the breakfast club are helped to start the day fit and ready for work. Pupils play safely and have a clear idea of what is right and wrong.

Through the effective school council and its procedures, pupils learn how to become good citizens. The structured development of basic skills means that pupils are soundly prepared for their future schooling and the world of work. In personal, social and health education lessons and assembly, pupils reflect on a wide range of issues. Pupils' spiritual, moral, social and cultural development is good. The pupils know a lot about their local culture and have a growing understanding of other traditions. They celebrate the concept, enshrined in the school's aims, that every child and everyone matters.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. There are examples of good practice especially in the Reception class, Year 1 and in the classes for older pupils. In these classes, the teachers move activities at a swift pace so pupils sustain interest and learn well. In other classes, the pace of lessons is sometimes too slow and, consequently, the rate of progress is not fast enough to enable pupils to reach higher standards. Teachers make good use of well-informed teaching assistants to support and extend learning for all pupils and behaviour is managed well. While most work is well planned and matched to previous learning, teachers do not always make the best use of assessment information and some pupils capable of attaining higher standards are not sufficiently challenged. Teachers are committed to improving the learning skills of pupils with learning difficulties and/or disabilities. For these pupils, work is well structured and suitably practical, and records show evidence of steady progress.

Curriculum and other activitiesGrade: 3

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and meets the needs of learners. It has some good features. The Foundation Stage curriculum is based on practical experiences and a secure understanding of how young children learn. In all classes there is strong emphasis on making learning an enjoyable experience, which motivates pupils well. Work in English and mathematics enables pupils to acquire basic skills and leads to steady progress. The curriculum does not offer enough opportunities for pupils to practise skills learned in English during work in other subjects such as history or geography. In science, pupils do not undertake enough investigations and experiments to improve their understanding. The school has included actions to tackle these matters in its improvement plan.

The curriculum is enriched through a good range of after-school activities, particularly sport and music. Pupils also enjoy a wide variety of educational trips including

residential visits to London and Robin Hood's Bay. These activities successfully foster interest in learning and contribute immensely to pupils' enjoyment and achievement.

## **Care, guidance and support**

### **Grade: 2**

The school's care, guidance and support for its pupils are good. Everyone works to establish safe practices and to promote children's understanding of the reasons for eating a healthy diet. Relationships with parents and other agencies are good. Child protection procedures are in place and risk assessments are carried out rigorously. Procedures to safeguard pupils follow the government recommended guidelines.

In English, pupils understand their individual targets aimed at achieving higher standards and are proud when a target is achieved. This is one of the reasons why standards by the end of Year 6 have improved. One group said they would like similar targets for mathematics to help them improve further.

Pupils report that while there was some bullying in the past, the few instances that now arise are dealt with very effectively and any issues are swiftly resolved. The care and support given to pupils with learning, behavioural or emotional difficulties, to Traveller children and those whose first language is not English, are good. For example, the support given to Traveller children has improved their attendance and is one of the reasons why these pupils make good progress.

## **Leadership and management**

### **Grade: 3**

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

The Pupils

Maybury Primary School

Maybury Road

Hull

HU9 3LD

21 September 2006

Dear Pupils

Thank you very much for making Mrs Evans and myself so welcome when we inspected your school recently. We enjoyed joining you in the dining room for a very good, healthy lunch. You were very helpful and polite in explaining the routines and in offering to get us a drink of orange juice.

We were impressed by your good behaviour in lessons and during break times. We know you enjoy school because you told us so. I am pleased that most of you are trying very hard to make sure you come to school every day. I would be really interested to know who wins the raffle prize for those who come to school every day for the whole year.

To make your school even better I have asked Mrs Patton to help you to improve in science, and to help more pupils in Year 6 to reach Level 5 in English and mathematics. You can help with this by working very hard.

You have many good teachers in Maybury who expect you to do your best and work quickly in lessons. We would like all the teachers to make sure that all your work makes you think hard so that you can all do well.

Good luck and I hope you enjoy your new school when it is built.

Yours sincerely

Mrs Shirley Herring

Lead Inspector