



Maybury Infant School

Inspection Report

Unique Reference Number 125001
Local Authority Surrey
Inspection number 293161
Inspection date 21 February 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	Walton Road
School category	Community		Woking
Age range of pupils	3-7		GU21 5DW
Gender of pupils	Mixed	Telephone number	01483 763272
Number on roll (school)	123	Fax number	01483 770853
Appropriate authority	The governing body	Chair	Mr John Davies
		Headteacher	Mr Ray Allen (acting)
Date of previous school inspection	9 July 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Although this smaller than average infant school admits pupils from a wide variety of social backgrounds, the proportion eligible for free school meals is below average. Almost all of the pupils are from minority ethnic groups and the overwhelming majority are at the very earliest stages of learning English. An increasing number are starting school at any time up to Year 2 with very few skills in English. The proportion of pupils with learning difficulties and disabilities is below that found nationally. The school is being led by an acting headteacher following an unsuccessful attempt to federate with another primary school. A new headteacher has been appointed and she will take up her post from next September.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school which provides a good quality of education for its pupils. The school is successful because it is well led and managed, teaching and learning are good and pupils are well cared for and very eager to learn. The overwhelming majority of parents also believe it is a very caring and friendly school where each child is valued and made to feel special.

Pupils achieve well and reach broadly average standards in reading, writing and mathematics by the age of seven despite starting in the Nursery with skills and abilities that are much lower than those expected of three-year-olds. Throughout the school the consistently good quality of teaching and the well planned curriculum increases pupils' confidence and independence, and ensures good progress. Children in the Foundation Stage get off to a good start because the good provision helps them settle quickly and effortlessly into school life. This provides well for their future life and learning. In addition, teachers are effective at promoting equal opportunities and tackling discrimination.

Pupils' personal development is good because the school maintains an orderly community where pupils are highly valued, their achievements are celebrated and the needs and cultures of others are respected. Bilingual assistants, alongside teachers, play a vital part in ensuring such good quality provision. As a result, pupils develop high self esteem, behave extremely well and have very positive attitudes to learning. Their understanding of healthy lifestyles is good and they are certain they are helping to make the school a better place for everyone. Pupils are very proud of their school and 'will really miss the teachers' when they move on to their next school because 'they make learning exciting and fun'. They say that they feel safe and able to talk to an adult if they are worried. Attendance is below the national average but is improving.

The headteacher, well supported by staff and governors, is clearly focused on raising standards. Subject coordinators keep a close check on the quality of teaching and learning. Careful assessments are made to track pupils' progress in English and mathematics. Teachers analyse this information and other test data effectively to highlight potential areas of underachievement, group pupils effectively and ensure that work is well matched to their needs. Although pupils are given feedback about how to make their work better, they are not always clear about the next steps in learning, and this limits their understanding of what they need to do to improve.

The governing body is effective in both supporting and challenging the school and in meeting its statutory responsibilities. 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

- Ensure that teachers' feedback consistently gives pupils a clear idea of what they need to do to improve their work.
- Build on the good work already started to improve attendance.

Achievement and standards

Grade: 2

Achievement is good overall. Pupils' attainment when they first join the Nursery is low. They settle quickly to school routines and almost all achieve the goals expected of them in physical, personal and social development by the time they start in Year 1. However, they do not reach their learning goals in number, language and literacy because of their low starting points.

Small year groups, which include a wide spread of abilities, result in variations in performance in national tests. This picture is further complicated by an increasing number of children, often from Eastern Europe, who start at the school at any time up to Year 2. Overall, standards by the end of Year 2 are broadly average. The best progress is made in mathematics. However, the impact of recent initiatives to build confidence in speaking and listening show that pupils are now making equally good progress in reading and writing. Pupils from 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 also achieve well.

Personal development and well-being

Grade: 2

Pupils' personal development, including the spiritual, moral, social and cultural aspects, is good. Their very positive attitudes and high levels of enjoyment underpin all aspects of school life. Pupils are proud of their school and happily contribute towards its smooth running. They particularly enjoy participating in the school council and members are held in high esteem by their classmates. As one pupil commented 'they are really important people and you can always go to them if you want help or are feeling unhappy'. Beyond the school, pupils take part in local events such as the Woking Dance Festival and they take seriously their contribution to charities such as the Red Cross Asian Earthquake Appeal. Pupils gain a good knowledge of cultures other than their own, and good progress in their basic skills means they are well prepared for their future lives. Behaviour is outstanding which contributes to the calm, productive atmosphere. Pupils have a clear understanding of how to stay safe. They understand the importance of healthy eating and taking regular exercise. This has been recognized through the recent 'Sportsmark' accreditation and the 'Activemark' award. Attendance rates are below the national average but are improving. The school is doing all it possibly can by working with parents, the local mosque liaison committee, the Mufti and his representatives, and the local councillor to improve attendance rates.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is consistently good and sometimes of high quality. As a result pupils of all abilities and backgrounds achieve well. Teachers have very good relationships with their pupils and high expectations of their work and behaviour. Consequently, pupils' behaviour is exemplary and they always try to do their very best work. Teachers plan and prepare well for the needs of all pupils and are good at increasing pupils' independence. This was a concern at the last inspection. Teachers enjoy a good partnership with the bilingual teaching assistants who make an important contribution to pupils' learning, particularly those with learning difficulties and at the early stages of learning English. Marking is carried out conscientiously. Whilst there are good examples of teachers providing clear feedback on how pupils can improve, this is not consistent as some pupils are vague about what they need to do next to improve. Good teaching and imaginative use of the good facilities in the Foundation Stage contribute to the good start made by these children.

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. There is a strong focus on the development of pupils' basic skills in literacy and numeracy. The school is extending the opportunities for speaking and listening across all subjects. Pupils are now making good progress in their ability to express themselves in spoken and written English. Children in the Foundation Stage benefit from regular access to all areas of learning and this provides them with a very good start to their education. Planning for pupils' personal, social and health education is good, and there are good links with the emergency services, health workers and local faith groups. The good range of extra curricular activities allows pupils to develop their talents and interests on a range of fronts and makes a considerable contribution to their personal development.

Care, guidance and support

Grade: 2

The school looks after its pupils well and takes every step to ensure their health and safety. Child protection procedures are thorough and risk assessments are of a good quality. Pupils identified with learning difficulties are supported well and good links with outside agencies contribute to their success. Assessment procedures are thorough and used well to identify, track and support pupils' learning needs. Individual pupils who are not making as much progress as they should are carefully monitored so that action can be taken to address underachievement. Pupils are set targets in literacy

and mathematics, but their understanding of their next steps in learning is sometimes unclear.

Leadership and management

Grade: 2

Leadership and management are good overall and secure a good quality of education, which results in pupils' good personal development and achievement. The acting headteacher has been effective at bridging the overall leadership since the recent unsuccessful attempt to federate with another local school. He has maintained a strong sense of community and team work where all adults are working purposefully to improve the achievement of all pupils. The senior managers are working alongside governors to adjust the strategic development plan to fully reflect the school's independent future.

The school leaders keep a close check on the school's performance and have a clear idea of what is working well and what needs to improve. For example, the recent initiative to increase the opportunities for pupils to use their speaking and listening skills stems from this monitoring. This has a positive impact on pupils' progress and well-being. The overwhelming majority of parents are supportive of the school, and are given good opportunities to discuss issues and share concerns through, for example, working alongside children and teachers during the after school homework club. Governors are supportive, well informed and have a good understanding of their strategic role, which they carry out well.

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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?	2
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	1
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	2
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?	2

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	2
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 me so welcome when I visited your school recently. I was really impressed with your friendliness, excellent behaviour and your sensible and helpful attitudes towards each other.

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

- You behave really well, and you told me that you really enjoy school and I could see that you do!
- All the adults work hard to make sure that the school is safe and you are well cared for.
- You are taught well, and when you find work hard you are given the right sort of help.
- You know about staying safe and how to live healthily...but you admit that you still enjoy the occasional fizzy drink!
- I think your school tries hard to help your parents to support you with your school work through, for example, the homework club.

I think that you are given a good education which prepares you well for the next stage of your learning. To make it even better I am asking your teachers to help you understand more clearly how you can improve your work. I would also like the adults to keep an even closer check on how regularly you attend school. The reason for this is that I would like to see you do even better than you already are; I'm sure that you are ready for this challenge!

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

With best wishes,

John Earish

Lead Inspector