

Mayville Primary School

Inspection report

Unique Reference Number	133525
Local Authority	Waltham Forest
Inspection number	316141
Inspection dates	24–25 January 2008
Reporting inspector	Peter Sudworth

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	433
Appropriate authority	The governing body
Chair	Ms Victoria Baffour-Awuah
Headteacher	Mr Barry Wills
Date of previous school inspection	15 September 2003
School address	Lincoln Street London E11 4PZ
Telephone number	020 8539 5907
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Pupils begin the Nursery part-time from age three. Most continue into the Reception classes. Approximately two-thirds of the pupils in this larger than average primary school speak a language other than English as their first language. About one in ten is at an early stage of learning English. The proportion of pupils who have learning difficulties and disabilities is much higher than the national average. The school serves a community that contains areas of high deprivation, and about half the pupils are entitled to free school meals. The percentage of pupils joining or leaving the school at times other than the beginning or end of the school year is higher than in most schools. Black or Black British Caribbean, and Asian or Asian British Pakistani pupils form the most numerous ethnic groups in this school, which draws its pupils from many different ethnic backgrounds and cultures. The school has gained several awards such as 'Healthy Schools Award' and 'Basic Skills'.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Mayville Primary School is an improving school, which provides a satisfactory education for its pupils. There are particular strengths in pupils' good personal development, the good care, support and guidance that the pupils receive and the outstanding accommodation, including its sports facilities. The all-weather floodlit surface, for example, permits a good range of physical activities throughout the year, enables the pupils to achieve well in sporting competitions, and contributes to their healthy life-style. The Local Authority judged the school as its top primary school in sport last year. The school now seeks to improve the outside environment further to engage the pupils more in ecological interests.

The school has made good improvements in the standards reached by Year 6 from the exceptionally low results in 2004. National tests results show that pupils have made average rates of progress during this time when compared with other schools. Standards reached by Year 6 are broadly average and pupils achieve satisfactorily. However, pupils make slower progress in science and writing standards are not as high as they should be in Year 6 because pupils' handwriting is weak.

Most parents are appreciative of the school's work. One parent commented, 'With its dedicated staff, improvement is always being looked at to raise standards even further.' Nevertheless, a significant number raise concerns. Some feel, for example that the school has not considered their views enough. The school has begun to tackle this concern through the use of parent questionnaires and the formation of a parents' group. Some parents feel that pupils' progress could be better. The school rightly recognises that pupils' investigative skills are not yet sufficiently well developed in science by Year 6. In Years 1 and 2, pupils' attainment in mathematics has also been an on-going weakness. This has been due to inconsistencies in the teaching and insufficient use of practical learning resources to help pupils understand their work better. However, pupils catch up in Years 3 to 6 and make good progress in mathematics because the teaching is stronger and more consistent. On balance, the school is making sound progress in improving the quality of provision, including teaching, which is satisfactory overall.

Attendance is improving and pupils enjoy school. Pupils get along well together. Their behaviour is good when outside but more variable in lessons. Relationships between pupils and staff are respectful and mostly foster good use of time. In most classes, pupils have a satisfactory range of curriculum activities, although in Year 6 there is too much emphasis on English, mathematics and science. The school aims to develop pupils' skills in literacy more in other subjects in the future.

The school has recently re-organised its senior leadership team together with several subject leadership positions, including the Foundation Stage. This is designed to improve standards and teaching quality further. It is too early to review the effect of these changes because these arrangements are so very new and previous monitoring has mainly been limited to senior staff. The school, therefore, currently demonstrates a satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 3

Children's attainment on entry to the Nursery is low because several children have limited skills in English. Children make satisfactory progress in the Nursery and Reception classes. They exceed expectations in their physical development with variable progress in other areas of

learning. Apart from their mathematical development and communication, language and literacy, which are weaker areas of learning, children come close to the standards expected for their age in the other aspects of their work. Teaching is satisfactory. The potential for role-play areas is not always thought through well enough. Sometimes too many children are assigned to the same group task, which does not allow the children to benefit fully from the activities. Staff keep careful records of the children's progress, enhanced by an increasing evidence base to support their assessments. The organisation and use of the outside provision are satisfactory.

What the school should do to improve further

- Improve pupils' skills in investigative science by Year 6.
- Raise attainment in mathematics in Years 1 and 2.
- Raise the quality of teaching further so that more is of a good quality.
- Improve pupils' handwriting skills especially in Year 6.

A small number of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next visit.

Achievement and standards

Grade: 3

The school exceeded its targets in 2007 yet without reaching the national average for the end of either key stage, except in mathematics at the expected level in Year 6. Pupils in Years 1 and 2 attain better in reading and writing than in mathematics, and girls attain more highly than boys in all respects. Boys often do well in catching up by Year 6. Pupils make good progress in mathematics in Years 3 to 6 and satisfactory progress in English. They make slower progress in writing because their handwriting is inconsistent and the pupils' use of a cursive handwriting style is infrequent, especially in Year 6. Pupils in Year 6 do not do as well as they should in science because they do not use reasoned predictions well enough or explain their investigations in sufficient detail. Pupils whose first language is other than English make better progress than first language English pupils. Pupils with learning difficulties make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good, particularly their social development. They get involved in charitable activities, such as helping to fund a village school in Ghana. One girl and her friends organised a concert and sold tickets to raise money for it. Pupils show a high level of respect for each other's cultural backgrounds. They feel safe in school and have confidence in the adults. Pupils have a good awareness of how they can lead a healthy life-style. They run a healthy tuck shop and engage in lots of sporting activities. They fulfil their responsibilities well, for example as lunchtime monitors, and the school council has organised and painted a playground friendship bench. Behaviour is good at play and around the school. As one pupil said, 'There is no bullying or fighting. Everybody is peaceful.' Behaviour is more variable in lessons. Attendance has improved significantly and pupils clearly appreciate the attendance awards in assembly. Pupils develop good skills for their future, such as teamwork and responsibility, and their mathematics and English skills are secure by Year 6.

Quality of provision

Teaching and learning

Grade: 3

Teachers use modern technology well to present lessons. For example, a Year 2 teacher showed a brief video clip of a traditional children's tale to inspire the class in writing their own version. Marking is good and frequently helpful to pupils in improving their work. It often informs them if they have been successful in the task. Teachers use simple language to explain why pupils are undertaking the learning so they understand its purpose. However, the routine of pupils' writing this down in their books frequently wastes time. Relationships with pupils are usually respectful and activities well prepared, mostly supporting the flow of lessons. The teaching of English is often good, but it is less effective in mathematics in Years 1 and 2 and in science in Years 3 to 6, especially in investigation and problem solving, and this slows pupils' progress. Teachers do not always plan effectively enough to challenge pupils with different capabilities, but the grouping of pupils according to ability in mathematics in Year 6 has been helpful in raising attainment.

Curriculum and other activities

Grade: 3

The provision for sport is outstanding, supported by the excellent facilities and the skilled work of the sports teacher. There is a good variety of visits to enhance learning, such as to museums and places of worship. The good range of extra-curricular activities enhances pupils' enjoyment of school. The heavy emphasis on basic subjects and science in Year 6 reduces the time available for others. For example, there is very little recorded work in humanities and limited time is provided for music in many classes. Nevertheless, French has been a useful addition for Year 6 pupils during the Friday afternoon of enrichment activities for pupils in Years 1 to 6, which adds some curriculum variety and gives pupils opportunities to work with others from different ages and with other teachers. These activities also support their social development and sense of school community. Satisfactory provision is made for pupils with English as an additional language and other pupils receiving additional literacy support.

Care, guidance and support

Grade: 2

The pupils are assured of good support and say: 'Lots of people here really care about you.' The learning mentor supports pupils with behavioural and emotional needs and families very well. The school has good support from other agencies in helping pupils with emotional and learning difficulties. Assessment procedures are well organised. Pupils' progress is tracked carefully and regularly and extra support given to those who are falling behind. Pupils know how to get to the next level in their work because they refer to lists of the skills and knowledge required that are stuck into their books. Child protection arrangements are secure. Regular training is provided. Very good links with the community police and wardens enable pupils to feel safe. Support for parents is increasing, so they can help their children at home even more. This provision is gaining in popularity and effectiveness. Thoughtful induction arrangements for new children help them settle in. Good monitoring of attendance has led to considerable improvement.

Leadership and management

Grade: 3

The headteacher and deputy headteacher have worked well together fulfilling complementary roles. The headteacher has been particularly influential in developing sporting and ground improvements and improving the external environment. The deputy has been successful in instituting, for example, effective assessment systems. Their combined monitoring has led to improvements in the quality of teaching and the progress made by pupils, although this monitoring expertise has not yet spread to other staff. They are now designing training to develop the new subject leaders and senior management team.

The governing body is satisfactory. It is supportive of the school but it recognises that it is 'set to take off' to play a more effective role in the school. It fulfils almost all of its statutory responsibilities but it does not yet keep parents informed about race, gender equality and disability matters. The newly appointed business manager has done sterling work in helping the school turn around a deficit budget. It is now in balance. Financial planning and monitoring are now much more secure. The school development plan is thorough and is a useful tool for addressing the future direction of the school. It contains the right priorities to improve attainment further. The school has just begun to use special materials to improve mathematics in Years 1 and 2.

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Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

07 February 2008

Dear Pupils

Inspection of Mayville Primary School, London, E11 4PZ

Thank you for your warm welcome when we visited your school. We really enjoyed meeting you and learning about what you do. You attend a school that provides you with a satisfactory education overall, with some aspects of the school being good. Your personal development and the care, support and guidance are good. The staff take good care of you. We were very interested to learn about your support for a school in Ghana and the efforts that you make to raise money to help others. You are very fortunate in the facilities and accommodation that you enjoy, especially the large all-weather surface and the range of sport in which you can participate, together with the expertise of your sports coach. We were very pleased to see how well you get on together. You behave well outside and when around the school, but behaviour in some classes is not always as consistently good.

The leadership of the school is satisfactory. The senior leadership organisation is very new and some staff have recently begun new responsibilities, but all this is designed to provide you with an even more effective school and a better education. The range of opportunities that you have in lessons is satisfactory, but Year 6 pupils currently have limited variety in their day.

You are making satisfactory progress in the main, and good progress in mathematics in Years 3 to 6. Pupils' progress in Years 1 and 2 in mathematics and in science in Years 3 to 6 have not been as good and so we have asked your teachers to give extra attention to these subjects. Teaching quality has been improving, but more could be good and so we have asked the school to help teachers make your lessons even more interesting. One thing that disappointed us was the quality of your handwriting. We think that this can be much better, especially by Year 6.

We would like to wish you well for the future and hope that you will work hard and lead contented and successful lives.

Yours sincerely,

Peter Sudworth

Lead Inspector