

Mayflower Primary School

Inspection report

Unique Reference Number	100913
Local Authority	Tower Hamlets
Inspection number	335619
Inspection dates	30 June –1 July 2010
Reporting inspector	Madeleine Gerard

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 of pupils on the school roll	365
Appropriate authority	The governing body
Chair	Joanna Lilley
Headteacher	Dee Bleach
Date of previous school inspection	18 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 45 lessons and parts of lessons, saw 15 teachers and held meetings with governors, staff and pupils. They observed the school's work and looked at work in pupils' books, tracking data showing pupils' attainment and the progress they are making, the school's development plans, monitoring records and the 120 responses to the questionnaire received from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively the school tracks pupils' progress and uses assessment information to set targets and match work to the needs of all groups of pupils
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Information about the school

This is a larger than average primary school. All the pupils are from minority ethnic groups with most pupils being from Bangladeshi backgrounds. Almost all the pupils speak English as an additional language. A very small minority are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is average. Most of these pupils have speech language and communication difficulties or other literacy difficulty. The school has achieved Healthy School Status. Staff turnover has been high over recent years. The school operates a breakfast club.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Mayflower Primary is a satisfactory school. The school's strengths are in the personal development of the pupils, the curriculum and the pastoral care that the pupils receive. Pupils enjoy school and they are friendly and welcoming. Behaviour in lessons and around the school is good. Pupils appreciate the wide variety of clubs and enrichment activities that the school organises including drumming, street dance, ballet, film club and jewellery making. Visits to local places of interest are popular, including Epping Forest and a residential visit to an adventure centre in Essex for pupils in Year 6. Pupils have a good awareness of how to keep themselves healthy as the school's success in achieving Healthy School Status reflects. Attendance is above average and reflects the school's effective work to promote regular attendance and good punctuality.

Staff look after children well in the Early Years Foundation Stage and children get off to a sound start. Teaching through the rest of the school is satisfactory and enables pupils to make satisfactory gains in their learning. In some classes, pupils learn and progress well because teaching is good but this is not consistent through the school. These inconsistencies have resulted in fluctuations in attainment at the end of Year 6 over recent years. Systems to track pupils' progress regularly are in place and assessment data is analysed well. However, teachers' planning does not always use information from assessments well enough to plan the next steps in pupils' learning. This means that pupils are not always set suitably challenging tasks, particularly for more able pupils. Consequently, the pace of learning is not always as swift as it should be. The quality of marking and target setting is uneven. Some marking suggests how pupils can improve their work and in some classes pupils know their targets, but this is not consistently the case.

As a result of effective self-evaluation, the headteacher and deputy have a clear understanding of the school's performance. Together with the local authority, priorities for action are appropriately identified, although monitoring of teaching by the school's leaders and managers has not always ensured that sustained improvements have been made. Initiatives, including the daily focus on reading throughout the school to improve literacy, have been rightly introduced. The school's most recent assessment data show that more pupils are on track to reach average attainment. Consequently, the school's capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Raise pupils' attainment by:
 - ensuring that work in all lessons challenges and extends all pupils, particularly

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more able pupils

- using marking and target setting to ensure that all pupils have clear guidance that shows them what they need to do to improve their work.
- Develop and extend the skills of leaders and managers by:
 - enhancing their skills in monitoring teaching to secure consistency in pupils' learning and progress.

Outcomes for individuals and groups of pupils**3**

Rates of learning and progress are satisfactory. There are some examples of good progress, but this is not consistent. In a literacy lesson, pupils were successfully asking questions about the feelings and emotions of a character from a book they had been reading. Tasks were clearly explained. Opportunities to work together in pairs, to role play being a character from the book and to ask questions supported pupils' learning well. In a mathematics lesson, when all pupils were set very similar tasks to do, the learning and progress of more able pupils were only satisfactory. In another mathematics lesson, pupils were observed making satisfactory progress when the time spent listening to the teacher left limited time for pupils to complete independent work. These inconsistencies mean that pupils' overall achievement and enjoyment in their learning are satisfactory rather than good. Pupils with special educational needs make satisfactory gains as a result of the support they receive. Pupils speaking English as an additional language make similar progress to their peers. Well led and managed individualised daily support for pupils who are at the early stages of learning English helps them to make good gains in their literacy skills.

Pupils generously raise funds for a range of charities and are proud to take on positions of responsibility. They take an active interest in enhancing the local area and have written to their local Member of Parliament to secure improvements. Pupils have made posters for display outside the local police station. Opportunities for the school council to work with architects enabled members to put forward their ideas for the enhancement of the school buildings. They also played a key part in the refurbishment of the school library. Pupils are confident that adults will help them should any problems occur and have a good understanding of how to keep themselves safe. Pupils' spiritual, moral, social and cultural development is good.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils have positive attitudes to learning and are motivated because teachers plan interesting work for them to do. One pupil typically commented, 'We learn and have fun together.' In a mathematics lesson, pupils were working in pairs filling containers with sand to measure and compare their capacity. However, when teachers' explanations are not sufficiently clear, or when all groups of pupils are set similar tasks to do despite the range of pupils' abilities, or when they spend too long listening to the teacher, the pace of learning and progress is only satisfactory. There are some links developing between subjects. For example, pupils in Year 4 have been learning about life in the Caribbean through reading a story set on the island of Tobago. Pupils in Year 1 were observed using computers in a science lesson to plot graphs showing the distance paper aeroplanes had travelled. However, links are not consistently developed through the school. Through partnerships with a local secondary school, pupils have opportunities to enjoy a wide variety of sporting activities including cricket and golf. Gifted and talented dancers have recently had opportunities to develop their skills at a professional contemporary dance centre.

The popular breakfast club ensures a healthy start to the school day combining a healthy breakfast with fitness activities in the playground. Links with a wide range of outside agencies ensure that vulnerable pupils and their families are well supported. The learning mentor, social worker and parents' support partner work closely with school staff to support transition to secondary school, improve attendance and engage parents and carers effectively in the work of the school and their children's learning.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Ambition is embedded and improvement driven adequately. Through sound monitoring and accurate self-evaluation, the headteacher and leaders have identified priorities for improvement. These include enhancements to the curriculum to support pupils' learning and substantial improvements to the school environment that are about to be constructed. Some leaders and managers have very recently been appointed to their posts including members of the leadership team. This means there has not been enough time to see their impact fully, for example in monitoring and evaluating teaching so that it is consistently good. Consequently, equality is promoted and discrimination tackled satisfactorily. Safeguarding procedures to secure the health, safety and welfare of the pupils are satisfactory. Although in the past the governing body has not always held the school sufficiently to account over outcomes for pupils, this year it has taken an active part in reviewing the school's work together with leaders, managers and the local authority. Governors are keen to support the school to make further improvements. Community cohesion is promoted well and ensures pupils have a good awareness of the local community as well as those who live in contrasting communities in the United Kingdom and globally. For example, the school has welcomed visitors from Japan and pupils have visited contrasting communities within London.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children are happy and form positive relationships with adults and other children so that they work and play well together in the Nursery and Reception classes. As a result they make sound progress in their learning. Children in the Nursery were observed working in small groups learning to use the telephone to make emergency calls. They listened attentively and took turns to role play dialling and speaking to the operator. Daily book sharing sessions with parents and carers, as well as weekly toy library activities, help children to settle well at the start of the day. There is an appropriate balance between activities for children to choose for themselves and tasks led by adults. Although planning takes account of children's interests it does not always use information from assessments to plan further activities tailored to children's specific needs so that children make swift gains in their learning. In the outside areas, some opportunities are missed to ensure that activities are targeted as well as they should be to meet individual children's needs particularly in writing and speaking and listening. The Early Years Foundation Stage is soundly led and managed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers responding to the questionnaire are happy with their child's experience at the school and almost all confirm that their children enjoy their time at school. In the survey, most parents and carers evaluate the work of the school positively and the vast majority are confident that the school keeps their children safe. A very small minority of parents and carers expressed concern about the way behaviour is managed. Inspectors found behaviour in and out of lessons to be good. The inspection findings uphold the positive views of parents and carers regarding pupils' personal development and judged the quality of teaching and many aspects of leadership and management of the school to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mayflower Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 120 completed questionnaires by the end of the on-site inspection. In total, there are 365 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	60	46	38	1	1	0	0
The school keeps my child safe	52	43	66	55	2	2	0	0
The school informs me about my child's progress	53	44	61	51	4	3	1	1
My child is making enough progress at this school	38	32	71	59	9	8	1	1
The teaching is good at this school	42	35	70	58	5	4	0	0
The school helps me to support my child's learning	46	38	64	53	9	8	0	0
The school helps my child to have a healthy lifestyle	44	37	68	57	5	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	29	64	53	6	5	1	1
The school meets my child's particular needs	32	27	77	64	7	6	1	1
The school deals effectively with unacceptable behaviour	44	37	62	52	9	8	4	3
The school takes account of my suggestions and concerns	33	28	77	64	7	6	1	1
The school is led and managed effectively	36	30	73	61	8	7	1	1
Overall, I am happy with my child's experience at this school	50	42	61	51	6	5	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



2 July 2010

Dear Pupils

Inspection of Mayflower Primary School, London E14 6DU

Thank you for making us so welcome when we came to visit your school recently. We really enjoyed our visit and were pleased to see how well you all get on together and how well behaved you are in lessons and around the school. This helps to make Mayflower Primary a happy place to be. I am writing to tell you about the judgements that we reached. Mayflower Primary is a satisfactory school. You like school, attend regularly and enjoy all the interesting things you get to learn about. The standards that you reach are average, although we would like them to be higher. You particularly like the clubs and other activities that are organised for you. You are enthusiastic to take on responsibilities within the school and have a good understanding of how to keep yourselves fit, healthy and safe. All the adults work well together to take good care of you.

To make the school even better, we have asked the staff to make sure that all of you are set work that is the right level of difficulty. You can help by telling your teachers if the work is too easy or too difficult. When teachers mark your work we would like them to give you clear ideas about how you can make it even better. We would also like the school to make even more checks on the work that it does in order to ensure everything is as good as possible. You can help further by continuing to attend school regularly and on time.

Finally, we would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine G□rard

Lead inspector

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