

Maryland Primary School

Inspection report

Unique Reference Number	102730
Local Authority	Newham
Inspection number	335958
Inspection dates	9–10 February 2010
Reporting inspector	Mary Summers

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	454
Appropriate authority	The governing body
Chair	Graham Plant
Headteacher	Lorna Jackson
Date of previous school inspection	6 November 2006
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Introduction

This inspection was carried out by four additional inspectors. About 45% of the time was spent looking at the pupils learning in 27 lessons. Eighteen teachers were observed. Inspectors observed the school's work, and looked at a range of school policies and plans, records of children's progress and teachers' plans, and the 166 questionnaires submitted by parents and carers.

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

- pupils' achievement in writing
- the achievement of Black African pupils
- how well the school promotes community cohesion
- how well the school supports new pupils who join mid key stage and who are learning English as an additional language.

Information about the school

Pupils from a wide area attend this large school. They come from an extremely diverse range of backgrounds. In total, 53 nationalities and 47 languages are represented. Currently, the predominant groups are pupils from Black African, Pakistani and Bangladeshi backgrounds. The proportion of pupils from Eastern European backgrounds is growing steadily. A significant number of pupils start at the school mid way through the year, many of whom do not speak English. In the past year, more than a third of pupils have transferred in or out of the school. Currently, more than two thirds of the pupils on roll speak English as an additional language, usually a Black African language, Bengali or Urdu. About one in twelve of them is at an early stage of learning English on entry to the school. About one in six pupils have special educational needs and/or disabilities, most commonly associated with emotional, behavioural or moderate learning difficulties. The proportion of pupils who are entitled to free school meals is much higher than in most schools.

The children's centre on the school site provides a range of services for pupils and families. Before- and after-school care is run by private companies.

The school has won a number of awards in recent years, including Healthy School and Activemark.

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?

2

The school's capacity for sustained improvement

1

Main findings

Pupils achieve well at Maryland because they are well taught and receive extremely high levels of individual care and support. Much has been achieved over the past few years because of the headteacher's relentless drive for improvement. Her clear and ambitious vision for the school has ensured that pupils' welfare and achievement are at the heart of its work. Pupils, parents and carers, staff and governors are strongly supportive of her efforts. One parent, echoing the views of many, wrote, 'Her passion and dedication have made the school what it is today. It's great!'

Excellent partnerships with community groups, locally and further afield, add much to pupils' experience of school. Pupils enjoy visits to the 2012 Olympic site nearby, learning about its design and construction. They engage in citizenship days with a local business and enjoy the new playground surface that was provided by business volunteers.

The quality of teaching is good and is constantly improving because of the very effective input of senior staff. Lessons, plans and pupils' workbooks are checked regularly and short, sharp training sessions are held weekly to address any problems. Teachers appreciate the support and feedback they receive. They rise to the high expectations of the headteacher, showing great commitment and a real desire to succeed. Excellent systems have been developed recently to track pupils' progress. Teachers assess pupils' progress carefully, and this information is submitted to senior leaders on a very regular basis. This is then analysed to highlight any pupils at risk of underachievement, and prompt action is taken to ensure these pupils receive the right support to help them catch up.

Pupils make good progress and reach broadly average levels in the national tests and assessments. Pupils show positive attitudes to learning, engaging well in activities and always trying their best. The school has worked hard to improve writing standards over the last few years, introducing a well-organised literacy scheme to ensure that pupils at different levels are able to take the next steps in their learning. Consequently, standards are rising.

Children in the Early Years Foundation Stage make good progress. They engage readily in the activities that are provided for them. The activities led by adults are very useful in promoting basic reading, writing and mathematical skills, but the activities on offer for children to choose for themselves often lack interest and excitement. The use of the outdoor area is not planned well enough to support children's learning in all areas of their development.

Well-organised evaluation processes mean that the school has an extremely accurate view of its strengths and weaknesses. Senior leaders have rightly identified the need to

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review the curriculum to link subjects together to add more creativity and relevance to pupils' learning. This clear analysis of performance, combined with a track record of good improvement and strong support of stakeholders, means that the school has an excellent capacity to improve in the future.

What does the school need to do to improve further?

- Develop the curriculum to link subjects together to provide more relevance and interest to pupils' learning.
- Extend children's achievement in the Early Years Foundation Stage by:
 - ensuring that activities that children choose for themselves are more stimulating and challenge them successfully in all areas of their learning
 - using the outdoor area more effectively to promote learning in all aspects of children's development.

Outcomes for individuals and groups of pupils**2**

Pupils are polite and well behaved. They have a clear understanding of what to do if bullying occurs, although they say this happens rarely. They have an excellent understanding of different cultures and faiths, developed through their work in religious education and the many celebrations of different faiths held throughout the school year. The school's work to gain the Healthy School and Activemark awards means the pupils know the importance of healthy lifestyles and keenly adopt them. All enjoy nutritious school lunches and a significant proportion participates in after-school sports clubs. Events and services provided by the children's centre, for example on gardening and healthy eating, further promote pupils' understanding.

Pupils are extremely proud of their school. They carry out their roles as peer mediators and school councillors conscientiously, raise considerable funds for charity through the award-winning school choir, and support many local environmental projects. Pupils are eagerly anticipating the 2012 London Olympics. They have been involved in designing aspects of the site and visit regularly to sing to construction workers and check on progress. Attendance is average and rising. Pupils' thirst for learning, good knowledge of environmental affairs and excellent contribution to the community mean they are well prepared for the future.

In lessons pupils are extremely attentive. Pupils of different ethnicities all do well, including those from Black African, Bangladeshi and Pakistani backgrounds. Work in their books show that all of the pupils are making good progress. Concerted efforts by the school to improve writing skills have proved successful, with standards now broadly average and improving. Pupils know exactly how well they are doing because teachers provide good feedback about their work, both orally and in their books. They know their targets and what they have to do to achieve them. In a Year 6 mathematics lesson for example, the teacher set out clear expectations of what pupils had to achieve. They were fully and actively involved in interpreting data to find the median of a set of figures

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representing takings at a fast food restaurant over the course of a day.

Pupils who are new to the school, often from Eastern European backgrounds, quickly develop confidence and take a full part in school life. 'Buddies' who speak the same language help them to develop their English and engage in lessons, and adults make sure they receive good levels of support. In a Year 5 science lesson for example, a new Russian pupil was able to understand the process of evaporation, because of his 'buddy' who sat next to him, translating the lesson and helping him to record his findings. Pupils with emotional and behavioural difficulties are guided well by learning mentors and teaching assistants. Their behaviour is very good in lessons; they concentrate well and make good progress. Pupils with moderate learning difficulties are monitored very carefully and high levels of support are given to ensure their continued progress.

These are the grades for pupils' outcomes

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

How effective is the provision?

The curriculum focuses strongly on developing pupils' personal and social skills and helping them to achieve secure literacy and numeracy skills. Teaching in these subjects is consistently good, with some that is outstanding. Teachers know exactly what is

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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expected of them, they deliver lessons well and track pupils' progress very carefully. They maintain pupils' attention well through the use of a wide range of strategies, such as effective questioning and paired discussion. Lessons are geared carefully to pupils' different needs, with more-able pupils being challenged at high levels. Teaching assistants make a strong contribution, teaching small groups daily which are geared closely to pupils' needs and abilities. Teachers have extremely strong subject knowledge in English and mathematics, but are not so secure in teaching some other subjects, such as art and physical education.

Pupils enjoy school and are engaged in their learning. They love all the after-school clubs, for example Latin and chess, and the vast range of opportunities provided to extend their experience. They enjoy visits by the police, fire service, rail and water authorities, and sporting and television personalities. They enjoy visits to theatres, museums, galleries and the O2 stadium. The school has identified the need to strengthen the curriculum further by planning more distinct links between subjects, to engage pupils' imagination and creativity and make learning more meaningful.

There are very effective systems in place to ensure pupils' safety and to provide high levels of care and support for individual pupils. Senior leaders know every child personally and keep a close eye on their progress. Well-established procedures to support pupils new to the school and who are learning English as an additional language help these pupils and their families settle in quickly. A strong focus on promoting good attendance has resulted in a significant drop in persistent absence and rising attendance figures. Close links with the children's centre ensure that the needs of pupils and families are met very effectively. A very well attended health afternoon, for example, provided free dental checks, blood pressure checks and advice about diet.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders at all levels provide extremely strong support for school improvement. They are very ambitious for the school and its pupils. Governors have a clear view of the school's strengths and weaknesses and their individual skills are used well to support the school's work. Other senior leaders play an important role in school improvement. Their roles are clear and they perform them extremely well, analysing data, for example, and liaising with the children's centre. This ensures that the needs of children and their families are met effectively. The headteacher's close involvement and interest in the local and wider

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community drives the school's work in promoting community cohesion very effectively. Links with communities in Bangladesh help staff to understand more clearly the culture and expectations of the Bangladeshi pupils who attend Maryland. Links with a school in Cornwall help pupils understand what life is like for pupils outside their immediate surroundings.

Procedures to ensure safeguarding are robust, regularly reviewed and evident in all aspects of the school's work. There are clear procedures for ensuring the safety of children, backed up by regular training for the staff. New staff are carefully vetted to ensure their suitability. Staff promote equality of opportunity extremely well, ensuring that all pupils, whatever their background or needs, make rapid progress. Racial harmony is strong because the school is extremely prompt in tackling any incidents of discrimination, although these are rare. The ethnic and cultural diversity of families is celebrated and links with the local community are excellent.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good induction procedures ensure that children feel safe, settle quickly and develop their self-confidence. The key worker system is effective in supporting this, building children's, parents' and carers' trust in the school. The atmosphere is warm and inviting and children come into class happily, ready to engage in the activities provided.

Most children enter Nursery at levels that are well below those typical for their age. Most have extremely limited English skills. Children make good progress through Nursery and Reception. They benefit greatly from a strong focus on early language and literacy skills

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which help them develop their confidence and fluency. By the time they transfer to Year 1, children reach expected levels for their age in most aspects of their development. However, many are still below the levels expected nationally in communication, language and literacy.

Adult-led activities help children's developing English, extending their vocabulary through activities such as cooking. Children mixed ingredients for their 'gingerbread men', describing the texture and smell of the dough. They chopped fruit for their fruit salad, learning about hygiene and healthy options. They enjoyed the Chinese role-play area, talking excitedly about the 'lanterns' they made. Activities that children choose for themselves are not always as well planned, however, and do not always stimulate their learning. This is especially the case in the outdoor area. Although children's progress is tracked carefully during adult-led activities, it is less well monitored during independent play.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers were very positive in their responses to the questionnaire, commenting that their children enjoyed school. They said that the teaching was good and their children were making good progress. A few commented that the school did not take account of their suggestions and concerns, that their children's needs were not met effectively or that unacceptable behaviour was not dealt with successfully. Inspectors do not agree with these views, finding that the school has good procedures in place to deal with all of these aspects.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Maryland 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 166 completed questionnaires by the end of the on-site inspection. In total, there are 454 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	57	69	42	1	1	1	1
The school keeps my child safe	92	55	66	40	3	2	3	2
The school informs me about my child's progress	66	40	92	55	5	3	0	0
My child is making enough progress at this school	75	45	81	49	3	2	0	0
The teaching is good at this school	82	49	75	45	2	1	0	0
The school helps me to support my child's learning	76	46	73	44	7	4	0	0
The school helps my child to have a healthy lifestyle	81	49	72	43	9	5	0	0
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)	62	37	78	47	9	5	0	0
The school meets my child's particular needs	51	31	90	54	9	5	3	2
The school deals effectively with unacceptable behaviour	69	42	75	45	7	4	6	4
The school takes account of my suggestions and concerns	51	31	86	52	11	7	3	2
The school is led and managed effectively	69	42	80	48	7	4	0	0
Overall, I am happy with my child's experience at this school	87	52	66	40	5	3	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



11 February 2010

Dear Pupils

Inspection of Maryland Primary School, London E15 1SL

Thank you so much for welcoming us to your school recently and telling us your opinions about your school. Your views, along with everything else that we saw, helped us form a clear view about how well your school works. This is what we found.

- Your school is giving you a good education which is preparing you well for the future.
- Your school keeps you safe. All the adults take very good care of you.
- You understand what it means to be healthy and you all enjoy the nutritious school dinners.
- You are happy in your school and support and respect each other well. You have a really good knowledge of life in other communities and cultures.
- Your behaviour is good in lessons and around the school.
- You enjoy all the exciting activities organised for you in and out of school. We have asked your teachers to link subjects together so that lessons are even more enjoyable.
- The teaching is good and you make good progress.
- Your school welcomes new pupils and you all go out of your way to help them settle in and make them feel at home.
- The adults in charge do a great job in helping the school continue to improve.
- The children in Nursery and Reception enjoy school and make good progress. However, some of the activities they choose for themselves could be planned more carefully so that they make even faster progress in their learning and development.

You can play your part in helping your school become even better by making sure you continue to work hard, behave well and attend school every day.

Yours sincerely

Mary Summers

Lead inspector

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