

Maybury Primary School

Inspection report

Unique Reference Number	117802
Local Authority	Kingston upon Hull City of
Inspection number	339078
Inspection dates	8–9 March 2010
Reporting inspector	Lesley Clark

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	225
Appropriate authority	The governing body
Chair	Mrs Charleyne Wright
Headteacher	Mrs Alison Grantham
Date of previous school inspection	21 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, saw seven teachers teach and spent 85% of inspection time looking at learning. They held meetings with governors, staff, and three groups of pupils, including Year 6 pupils with their English, mathematics and science books, and with members of the school council. The inspection team observed the school's work, and looked at a range of documentation, including paperwork and policies relating to safeguarding, pupils' reading, writing and work in mathematics, records of younger children's progress and development, the school improvement plan, assessments of pupils' progress, the support given to pupils with special educational needs and/or disabilities, questionnaires submitted by school staff and pupils, and 82 completed questionnaires from parents and carers.

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

- why pupils make better progress in mathematics and science than in writing
- whether pupils with special educational needs and/or disabilities make similar progress to other pupils
- how well the curriculum is matched to pupils' needs so as to engage them in their learning and help them to make progress
- the impact of the recent changes in the Early Years Foundation Stage on provision and children's outcomes.

Information about the school

This is an average-size school in a two-year-old building near the docks in Hull's city centre. Ninety-five per cent of pupils are White British. A small number are learning English as an additional language, with Hungarian and Portuguese being the languages most commonly spoken at home. Sixty six per cent of pupils are eligible for a free school meal which is a much higher proportion than usual. A third of pupils have special educational needs and/or disabilities which is above average. An above average proportion has a statement of special educational needs. The school has had several staffing changes in the last three years due to promotion. Currently, the school is run by an acting headteacher, who was formerly the deputy headteacher of the school, and an acting assistant headteacher.

The school holds the Basic Skills Quality Mark, the Healthy Schools and International Schools Awards, the Activemark, the Positive Health in Schools Award and the ICT Mark.

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

2

Main findings

This is a good school. Pupils are excited by learning and are keen to succeed. The school promotes equality of opportunity exceptionally well and gives outstanding care, support and guidance to pupils. As a result, all groups of pupils make good progress at each stage of their education from their starting points which are well below average. Attainment is average at the end of Year 6. Pupils have an excellent understanding of how to keep safe and are strong advocates of healthy living, inspired by the head chef of the school restaurant. Over 90% of pupils opt to have school dinners and boys and girls are keen cooks and gardeners. They have good social skills, staunch moral values and challenge stereotypical views because the school nurtures these aspects of their development extremely well.

Pupils, including those with special educational needs and/or disabilities and those learning English as an additional language, achieve well and enjoy their learning. This is because they are well taught. They make the best progress in mathematics and science, especially in upper Key Stage 2 where teaching is most effective. As a result, attainment is above average in these subjects at the end of Year 6. Attainment in English is broadly average, with strengths in reading but below average attainment in writing. This is because pupils do not write sufficiently or independently early enough and so they have to catch up on a lot of work. Children make good progress in the Early Years Foundation Stage because they have lots of opportunities to lead their own learning both indoors and outside. The opportunities for them to solve problems through construction activities, role play and large scale projects are more limited and this restricts their communication and language skills.

Since the last inspection, there have been significant improvements in the attainment of more-able pupils, achievement in science and reading, and in the use of assessment to help pupils make faster progress. Attendance has also improved because the school works well with families and has very good strategies to ensure a prompt and purposeful start to the school day. This illustrates well the senior leadership team's relentless drive for improvement which is based on very thorough evaluation of what it does well and what it needs to do next. Staff work exceptionally well together as a team and this is why teaching and learning are consistently good in all classes. The school demonstrates good capacity to continue to improve.

What does the school need to do to improve further?

- Raise standards in writing, by:
 - giving pupils more opportunities to write independently and at length at an

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earlier stage

- increasing the opportunities for pupils to talk and role play so as to extend their vocabulary
- finding ways to celebrate and share writing
- involving pupils in checking their work against agreed criteria so they become more independent learners
- Develop children's language and communication skills in the Early Years Foundation Stage by:
 - giving children more opportunities to solve problems through construction activities, role play and large-scale projects.

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

Pupils arrive promptly to complete the pre-registration morning tasks. This sets the tone for the purposeful day's learning ahead. Pupils listen attentively in lessons and strive hard. They achieve well. They especially enjoy mathematics lessons because they learn basic skills step by step which they then use to solve practical problems. By the time they reach Years 5 and 6 pupils confidently gauge when to move on to the extension activity because they have turned into competent, independent learners who challenge themselves. This enables more-able learners to forge ahead. As a result, their attainment is above average, as confirmed in the 2009 Year 6 national tests. Similarly, in science, pupils attain above average standards because they carry out lots of investigations and draw their own conclusions. In literacy lessons, pupils are dependent on adults coaching them through each stage of the writing process. Opportunities are more limited for pupils to talk, role play, share writing and to check on whether they have completed writing tasks properly. While pupils have numerous opportunities to read together, writing forms a less prominent part of their working day. This is why attainment in writing is below average; standards overall by Year 6 are average. Pupils with special educational needs and/or disabilities and new learners of English make good progress because they receive good support.

Pupils behave well. They are very enthusiastic, saying, 'Everyone moans when they have to go home,' and then add honestly, 'well, not everyone!' They agree that 'teachers make it fun, especially maths,' and that, although there are squabbles, there is no bullying because 'teachers always sort it out for us.' The school council takes its role seriously and makes a good contribution to the school community. There is no gender stereotyping or discrimination. Boys and girls are equally involved in sewing, dancing, playing in the school's brass band and sports because they have the self-esteem to do what they enjoy. Pupils are well-prepared for their future lives in terms of their social and numeracy skills. Their cultural awareness is not as strong as other aspects of their personal development.

These are the grades for pupils' outcomes

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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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is characterised by a consistent approach to behaviour management, good use of up-to-date technology, very good deployment of teaching assistants to support learners and good learning resources. Lessons are well-planned and tasks are suitably different to suit the needs of different ability groups. Lessons move at a good pace and engage pupils' interests. Staff ensure that new learners of English have words in their home language to help them to understand. Teachers are less confident and more directive in literacy than in other subjects. This means that, compared to mathematics, pupils have fewer opportunities to work independently or to set their own challenges. Teachers use assessment well to promote learning, but miss opportunities to involve pupils fully in this process.

The curriculum is very well planned so that pupils have an interesting and varied day with good learning opportunities throughout. The strong focus on basic skills is counterbalanced by linking other subjects together, lots of physical education, strong provision for music and Spanish, and times for reflection each day. Provision for writing is not extensive. 'Creative Fridays', when pupils of different ages work together in the afternoon, aids pupils' social development and zest for school.

Staff know pupils exceptionally well and target support very effectively to meet their individual needs. This high level of care contributes significantly to pupils' positive outcomes, their enjoyment of school and their good progress. As a result, pupils are

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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ambassadors for equal opportunities and healthy, safe lives. The bustling breakfast club provides a secure start to the day and lunchtimes are relaxed sociable occasions when staff and pupils dine together and chat. Support for vulnerable pupils and their families is exceptionally good and parents and carers overwhelmingly agree that their children are well cared for and supported.

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?

The senior leadership team and other managers consistently communicate high expectations to staff and pupils. They routinely make use of rigorous monitoring activities to ensure a high degree of consistency in teaching quality and pupils' learning. They tackle weaknesses systematically and effectively. As a result, the school exceeds its ambitious targets, pupils gain higher levels of attainment than might be expected given their starting points and all pupils automatically benefit equally. A significant factor is that support staff are not class based, but deployed to support different groups and individuals across the school and to complement the different strengths of teaching staff. This means that new or inexperienced staff quickly assimilate the school's ways of working and so there is no disruption to pupils' settled routines, a key factor in their good learning and progress.

Governors are influential in school improvement and have taken a leading role in ensuring that changes in the leadership have not disrupted pupils' progress. They are rigorous in ensuring that staff and pupils are safe. The school has adopted good safeguarding practices across all areas of its work. Good relationships with key agencies reflect the leadership and management's 'joined up' approach to ensure that pupils in their care are extremely well looked after. For example, the wealth of safety and safeguarding aspects built into the curriculum aids pupils' excellent understanding of how to keep safe. Leaflets and posters promoting all aspects of safety are prominently displayed. Safeguarding policies are comprehensive and regularly updated. The school accurately evaluates the impact of its contribution to community cohesion. It has identified that the next step is to strengthen pupils' understanding of the wider world beyond the local community. Links with a more ethnically diverse school make a good contribution to the school's highly effective zero tolerance of racial or any other form of discrimination.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery with low levels of attainment, especially in their personal social and emotional development and in their communication and language skills. They make good progress and, although most are below or well below expected levels at the start of Year 1, they make appreciable gains especially in their personal development. Children settle in quickly and enjoy exploring the many different activities staff set out for them both indoors and outdoors. They quickly turn into curious learners, eager for new experiences, because they are well taught. Staff are skilled at following children's lead and observing discreetly what they say and do. These observations are collated into informative 'learning journeys'. Staff question children well and all the time feed them new words to help them express their thoughts and feelings. Often children sing the songs and rhymes that they learn in school as they play, initially alongside each other, but increasingly in friendship groups. Most of the learning resources are small scale and these do not present the exciting learning possibilities that large scale construction or thought-provoking problem solving tasks would. This means that children tend to role play using television programmes as their model. When they try to build elaborate roadways they are limited by the small-scale construction pieces and tidy-up time. This in turn has a knock-on effect on children's language development as staff miss opportunities to introduce a wide range of new vocabulary related to exciting and imaginatively conceived activities. The setting is well led and managed, and works effectively as a unit. Children thrive because their 'key person' tracks their learning and development closely and makes sure that activities relate to children's individual interests. From initially silent individuals, children turn into sociable young people keen to learn.

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

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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

The vast majority of parents and carers have very positive views of the school and several wrote to say so. They are especially appreciative of the care, support and guidance their children receive. A small minority of parents and carers expressed concerns. These largely related to behaviour and pupils' progress. The inspection team agrees with parents' positive views. Behaviour is good and the school works well with individual pupils who have behavioural problems. Pupils make good progress and the school takes great pains to make sure that parents and carers receive a lot of information about how well their children are doing.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Maybury 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 225 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	40	78	58	0	0	0	0
The school keeps my child safe	59	44	71	53	2	1	0	0
The school informs me about my child's progress	40	30	69	51	22	16	0	0
My child is making enough progress at this school	49	36	80	59	3	2	0	0
The teaching is good at this school	68	50	59	44	3	2	1	1
The school helps me to support my child's learning	52	39	68	50	10	7	0	0
The school helps my child to have a healthy lifestyle	42	31	75	56	13	10	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)	29	21	79	59	11	8	0	0
The school meets my child's particular needs	43	32	77	57	7	5	1	1
The school deals effectively with unacceptable behaviour	22	16	79	59	23	17	5	4
The school takes account of my suggestions and concerns	26	19	80	59	15	11	0	0
The school is led and managed effectively	40	30	81	60	11	8	0	0
Overall, I am happy with my child's experience at this school	69	51	55	41	7	5	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



10 March 2010

Dear Pupils

Inspection of Maybury Primary School, Hull, HU9 3LD

Thank you for your warm and friendly welcome. A special 'thank you' goes to the three groups of pupils who spent time talking to me and my colleagues, showing us their work and telling us what they liked about school. I loved your enthusiasm and had a job to write everything down because you had so much to say! I was impressed by your sociable school lunches. You go to a good school. All the adults in school take excellent care of you. You have an excellent understanding of safety and know much more about healthy living than most children of your age. Your school promotes equality of opportunity exceptionally well and this is why there is no gender-stereotyping or racism in your school. You behave well and clearly enjoy your learning. This is because you are well taught and you do interesting work.

You are good mathematicians and scientists and work well on your own and in small groups in these subjects. You even set your own challenges and decide when you can tackle something harder! Some of you find writing a bit more of a struggle.

This is what I have asked your school to do next to help you all make further progress.

- To give you more opportunities to write on your own and celebrate good writing. In order to become great writers you need lots of times to talk, role play and share writing. You should check your work against what you and your teachers agree should be included. This way you will become confident writers
- To give children in the Early Years Foundation Stage more opportunities to solve problems through construction activities, role play and large scale projects. This will help them to learn lots of new words so they can communicate better.

You can help by making sure you continue to get to school on time and attend every single day. Perhaps one day your writing will be published!

Yours sincerely,

Mrs Lesley Clark

Lead Inspector

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