

Mayespark Primary School

Inspection report

Unique Reference Number	131304
Local Authority	Redbridge
Inspection number	341124
Inspection dates	24–25 March 2010
Reporting inspector	Georgina Beasley

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	671
Appropriate authority	The governing body
Chair	Judith Griffiths-Surage
Headteacher	Elizabeth Bradshaw
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by four additional inspectors. About half of the inspection time was spent looking at pupils' learning. Thirty five lessons and 24 teachers were observed. Inspectors met with staff, pupils and the Chair of the Governing Body and talked informally to parents. They observed the school's work and looked at assessment information, samples of pupils' writing, mathematics and science, individual education plans, teachers' planning, monitoring and evaluation documents, the school development plan, and policies and procedures. Completed questionnaires from 195 parents and carers were received and analysed.

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

- achievement, learning and progress in writing, mathematics and science
- opportunities for pupils to use and develop their speaking and language skills to support their learning
- how well teachers and the school use assessment information to support and extend learning
- how well leaders monitor the quality of the school's work and whether the actions taken to improve achievement, learning and progress are effective.

Information about the school

Pupils come from diverse ethnic backgrounds and the great majority speak English as an additional language. An average proportion has special educational needs and/or disabilities, mostly for learning and behaviour. Children start in Nursery at the age of three and move to one of four Reception classes in the September before they become five. The school runs an after-school care club, Playzone, and provides support for family learning. Over the last eighteen months considerable staffing changes have included a new headteacher, a new leadership team and several new teachers.

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?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment and achievement in writing and science, and in securing consistency in the quality of teaching so that pupils of all abilities make sufficient progress to reach their potential.

The headteacher quickly and accurately identified where the school was underperforming and immediately implemented actions to improve pupils' learning. Rigorous procedures for setting more challenging targets and monitoring progress towards these also raised expectations for pupils' achievement. These factors combined with more stable staffing demonstrate a satisfactory capacity to improve. Targets are reviewed for pupils in Years 2 and 6, but are not in other year groups. Every teacher is held responsible for ensuring pupils reach their targets, but not all plan and deliver teaching that meets pupils' individual learning needs. The school is starting to agree individual targets with pupils so that they know how well they are learning and how to improve their work.

Although teaching is satisfactory overall, there is consistently good teaching in both the Nursery and Reception, which is why children get off to a good start. Good teaching in Years 5 and 6 has ensured good progress for the last two years in mathematics and reading. Attainment at the end of Key Stage 2 is now average. The teaching of writing is satisfactory and pupils make satisfactory progress in lessons. A recent writing focus gives pupils suitable opportunities to write extended pieces and edit their work. Most pupils now reach expected levels but there has been too little time for more able pupils to make up for previous underachievement. The teaching of science is unsatisfactory. Opportunities for pupils to carry out scientific investigations have improved recently and although most pupils reach expected levels, for more able pupils these are not challenging enough. Pupils have little time in some lessons to talk about their learning and explain their thinking and so develop the language and vocabulary they need to achieve at higher levels.

The leadership team has instigated successful strategies to improve behaviour and most pupils say they enjoy school and feel safe but would like behaviour to be even better at lunchtimes. Effective partnerships with specialist staff help ensure pupils with special educational needs and/or disabilities and those at the early stage of learning to speak English make satisfactory progress. Partnerships enrich the arts curriculum and make a strong contribution to pupils' cultural development. In turn, pupils make a good

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contribution to the school and wider communities. Pupils say that the school 'helps us to respect others and learn about what they believe'.

What does the school need to do to improve further?

- Raise attainment in writing and science to enable all pupils to reach their potential by:
 - ensuring teaching consistently challenges more able pupils ' involving pupils in assessing their own work and helping them to work out how to improve
 - giving pupils more time to plan and carry out scientific investigations and to think at higher levels through developing their conclusions
 - making sure pupils have more opportunities to practise and extend their writing.
- Giving pupils regular opportunities to talk in all lessons, to rehearse their ideas, develop subject-specific vocabulary and explain their thinking, so that teachers can build knowledge and understanding to higher levels.
- Monitor pupils' progress more regularly throughout the school to ensure targets and subsequent actions are challenging enough, and revise targets upwards when pupils make good progress and reach them early.

Outcomes for individuals and groups of pupils

4

Attainment in mathematics and science has been significantly below average for several years. Pupils' achievement and progress have been inadequate, although this situation has been rectified in mathematics. Pupils enjoy working with a partner to solve problems and investigate numbers. Good progress in Years 5 and 6 has ensured pupils no longer underachieve in mathematics and average attainment has been sustained for two years. In English, attainment is average because of good learning and progress in reading. In lessons most pupils, including those with special needs and/or disabilities make satisfactory progress overall and reach expected levels in English and mathematics. Despite recent improvements, attainment in writing and science remains significantly below average because more able pupils do not reach their potential. Pupils carry out scientific investigations but do not always plan these themselves nor have the opportunity to explain their thinking and refine their conclusions to lift learning to higher levels.

A varied curriculum helps pupils develop good knowledge and positive respect for others' cultures and beliefs. The comment of one pupil captured well the views of many: 'What's special about this school is everyone speaks different languages and our assemblies help us to learn about different cultures.' The school's anti-bullying campaign has raised pupils' awareness and expectations for dealing with any concerns. Most pupils are confident to ask an adult for help. The 'Talk Time' box helps too, although many still feel that they are not listened to at lunchtimes. The recently formed school council is beginning to give pupils a greater voice. Pupils are excited that the school is acting upon

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their suggestions for improving playtimes. They make healthy food choices at lunchtimes and take part in a range of physical activities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
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	4
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching has improved in mathematics, especially in Years 5 and 6 because teachers use assessment information more effectively to meet pupils' different abilities and ensure they reach their potential. Teachers use different methods to help pupils gain a secure understanding of new learning. In other subjects and year groups teaching is too variable. Teachers refer to pupils' targets when they plan lessons but objectives are not precisely focused on step-by-step learning. Consequently, teachers' questioning, activities and tasks do not support a consistent approach to learning. Pupils are right when they say that some teachers 'don't push us enough by giving us enough help'. Teaching assistants give good support in many lessons. However, they are insufficiently involved in the planning process to ensure they are always clear about what pupils are expected to learn. Pupils are just starting to assess their own work so are not always clear enough about how well they are doing and how to improve their work.

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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Teachers meet in year groups to ensure consistency in planning the curriculum. The curriculum enables pupils to celebrate the school's diversity well and provides good opportunities for pupils to keep fit and healthy. Clubs and visits enrich learning and make a good contribution to pupils' personal development. The curriculum ensures appropriate coverage in writing, science and information and communication technology, but too little time for pupils to practise skills and extend their learning in these subjects does not prepare them well for the future. The school has started to build pupils' speaking and language skills, and this is working especially well in mathematics and through role play in younger classes.

The recent anti-bullying campaign has raised the profile of bullying, and pupils are now more confident to talk to an adult when they feel someone is being unkind. Support and guidance for pupils with special educational needs and/or disabilities meet their specific learning needs closely. Attendance has improved due to the school's more rigorous systems for chasing up extended absence, but for those in the Reception year attendance remains a concern. Pupils who go to Playzone are cared for well and they enjoy a range of activities, some of which they initiate.

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	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

There is a renewed determination to improve pupils' achievement. This drive comes from the school's new leadership team who are clear about what needs to be done to improve the quality and effectiveness of the school's work and how to go about it. They have shared plans with teachers and gained commitment and support from most. Established monitoring and review processes enable the school to check its work and performance with more rigour. However, because of the urgency to make improvements leaders acknowledge they have not consulted all staff as fully as they would like.

Regular meetings are held to check pupils' progress towards their targets. These have been particularly effective in Years 2 and 6 in ensuring teaching enables pupils to reach expected levels in mathematics and reading. Until recently, progress checks in writing and science have not been rigorous. The school is only just beginning to increase the level of challenge for more able pupils in these subjects. The governing body meets regularly to ensure policies and procedures are implemented. Safeguarding procedures are robust for the school and Playzone. The Chair of the Governing Body and finance committee play an active role in school improvement planning, but some governors do

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not come into school regularly enough to ask challenging questions about the school's performance.

The school has focused on celebrating and using the richness and diversity of its own and the local communities and those further afield to enrich pupils' learning and extend their respect and understanding of other cultures. Partnerships add enjoyment to the curriculum and give pupils real-life experiences that contribute well to their social development. Mother, toddler and parent groups meet weekly to enjoy each others' company. Here parents learn skills that help them support their children's learning. Close checks make sure every pupil from Year 1 onwards has the opportunity to take part in at least one school club should they choose. Although staff are diligent in securing equal opportunity and freedom from discrimination they do not yet ensure that more able pupils reach their potential.

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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
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	4

Early Years Foundation Stage

Children start in the Nursery with skills lower than expected for their age. They make good progress to reach expected levels by the end of Reception. They make particularly good progress in their personal development and so are well prepared for learning in Year 1. Positive relationships ensure children enjoy school and ask for help when they need it. Adults plan some exciting activities, so the children want to get involved in learning. Sometimes children wait too long at the start of the day listening to the adult before choosing an activity. Adults assess and check children's progress regularly and use the information effectively to target learning. Adults ask questions and join in with the children's play to move learning forward. Children have good opportunities to learn

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outdoors, an improvement since the previous inspection. However, while children can make choices from the varied range of activities offered both indoors and out, they cannot choose when to learn outdoors because there is no direct access to the courtyard.

Leadership of the Early Years Foundation Stage has accurately evaluated the strengths and areas still in need of improvement. All adults contribute to the detailed comprehensive action plan with a shared sense of purpose. Secure procedures ensure children's well-being and safety. Teachers make sure children meet up with their parent or carer at the end of each session. Positive partnerships with parents and carers, and opportunities to visit the school before children start in Nursery, ensure that they settle quickly.

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

Nearly a quarter of parents and carers returned questionnaires. The responses indicate most are satisfied with the school. Parents' biggest concern is about behaviour, especially at lunchtimes. Inspectors, pupils and the school confirm that behaviour is satisfactory at lunchtimes, but could be better. The school council is working closely with school leaders to organise more supervised games and activities to supplement the clubs already offered. Many parents feel the school does not meet the needs of their children or give them clear information about how much progress they are making so they can help at home. Inspectors found that that some pupils are not challenged and attainment in writing and science is not high enough. Parents do not receive adequate information about their children's targets so that they can help at home.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mayespark 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 195 completed questionnaires by the end of the on-site inspection. In total, there are 702 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	41	103	53	10	5	1	1
The school keeps my child safe	84	43	99	51	9	5	1	1
The school informs me about my child's progress	59	30	110	56	23	12	3	2
My child is making enough progress at this school	47	24	112	57	33	17	3	2
The teaching is good at this school	58	30	4111	57	21	11	0	0
The school helps me to support my child's learning	55	28	103	53	33	17	2	1
The school helps my child to have a healthy lifestyle	58	30	124	64	10	5	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)	38	19	101	52	29	15	4	2
The school meets my child's particular needs	41	21	112	57	29	15	4	2
The school deals effectively with unacceptable behaviour	52	27	103	53	29	15	9	5
The school takes account of my suggestions and concerns	36	18	122	63	26	13	5	3
The school is led and managed effectively	51	26	111	57	21	11	5	3
Overall, I am happy with my child's experience at this school	51	26	123	63	18	9	3	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 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.



26 March 2010

Dear Pupils

Inspection of Mayespark Primary School, Ilford IG3 9PX

Thank you all for your warm welcome when we visited recently. Thank you especially to those of you who told us so much about your school.

We decided that there are some things about your school that are good but that overall it should be a lot better. We are pleased that the children in Nursery and Reception make good progress. Everyone is making faster progress in reading and mathematics this year because you are doing harder work and teaching has improved. You behave and concentrate well in lessons, but we agree with some of you and your parents that behaviour is not as good at lunchtimes. It is good that you learn so much about, and have such good respect for, each others' beliefs and cultures. After-school and lunchtime clubs and special projects enable you to enjoy sport, music and different kinds of dance. There are lots of opportunities for you to learn how to be fit and eat healthily. My colleague enjoyed visiting the Healthy Heart Cafe.

The adults in your school have introduced many improvements which are starting to make your school better. Inspectors will visit again soon to check this is continuing. In particular we have asked your school to:

- ensure that teaching consistently challenges you all to do better, especially in writing and science
- give you more opportunities to talk about your work and explain what you are thinking in lessons so that your teachers can help you to learn even more
- check more regularly that you are making enough progress.

You can all help by listening to and responding to your teachers' guidance and by asking questions so you are clear about how well you are learning and what you need to do next to improve your work.

Georgina Beasley

Lead inspector

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