

# Maylandsea Primary School

## Inspection report

---

<b>Unique Reference Number</b>	115060
<b>Local Authority</b>	Essex
<b>Inspection number</b>	357686
<b>Inspection dates</b>	28–29 September 2010
<b>Reporting inspector</b>	Norma Ball

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	253
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joan Robson
<b>Headteacher</b>	Mr Nicholas Rudman
<b>Date of previous school inspection</b>	10 June 2008
<b>School address</b>	Katonia Avenue Mayland, Chelmsford CM3 6AD
<b>Telephone number</b>	01621 742251
<b>Fax number</b>	01621 741894
<b>Email address</b>	admin@maylandsea.essex.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	28–29 September 2010
<b>Inspection number</b>	357686

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed 10 teachers. They met parents, informally, on the first day of the inspection and held meetings with the headteacher, teaching staff, governors and pupils. Inspectors observed the school's work and scrutinised samples of pupils' work, the school's systems for tracking pupils' progress, management and curriculum documentation, teachers' planning and safeguarding documentation. In addition, inspectors took account of questionnaire responses from 46 parents and carers, 35 staff and 22 pupils.

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

- The effectiveness of initiatives to promote consistent progress and improve attainment for pupils, especially in Key Stage 2.
- The consistency with which target setting and assessment are used by teachers to challenge all groups of pupils, particularly girls, pupils with special education needs and/or disabilities, and the more able.
- The accuracy of monitoring and self-evaluation by leaders and managers in leading to improvement in achievement.

## Information about the school

Maylandsea is a larger than average primary school. Almost all pupils are of White British heritage with none speaking English as an additional language. A smaller than average proportion of pupils are known to be eligible for free school meals. The number of pupils joining and leaving the school at various times of the year has increased steadily in recent years. The proportion of pupils with special educational needs and/or disabilities is similar to that found nationally but the proportion with a statement of special educational needs is higher than national. There are mixed-age classes in the school including a mixed Reception and Year 1 class. A new pre-school will open on the school site later in the term. The school has Activemark and Artsmark Gold awards and holds Healthy School status.

**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

Maylandsea is a happy school which provides pupils with a stimulating learning environment. Pupils enjoy their time at school because they are well cared for and exciting learning experiences are provided for them. One parent spoke of 'happy pupils and a lovely atmosphere', and another said, 'My older son loved it here and cried when he had to leave. My younger son is here now and is very happy.' The good curriculum engages pupils' interest and there are clear signs that the initiatives selected by the school are beginning to have an impact on improving the standards that pupils attain in both English and mathematics.

Children settle quickly in Reception and make good progress in their learning because they are well taught. Pupils' achievement is satisfactory in Key Stages 1 and 2 and attainment at the end of Year 6 is average. The progress made by more able pupils is also satisfactory, but the school recognises that their progress can be accelerated further by providing them with more challenging tasks. Pupils' progress is now tracked regularly by teaching staff although the resulting information is not used consistently to provide a closer match of tasks to pupils' abilities, especially the more able. The progress made by girls and pupils with special educational needs and/or disabilities has improved and is satisfactory.

The headteacher has united staff and governors in an enthusiastic drive to move the school forward. He has maintained a strong focus on improving pupils' achievement in English and mathematics and the quality of teaching and learning. Improvements to the curriculum and the development of a wide range of exciting learning opportunities have been major priorities. The curriculum is now good and engages pupils' interest well. As a result, opportunities to improve pupils' progress in literacy and numeracy have been integrated into lessons quickly. Early signs indicate they are helping to improve pupils' progress, although further work remains to be done. The teaching is satisfactory overall. It is good in Reception and in the older classes in Key Stage 2. Pupils enjoy their lessons and settle to their learning well. The monitoring of teaching and learning, however, is not always as effective as it could be because some senior leaders are new to their responsibilities and are still developing their skills and confidence.

Safeguarding arrangements are good and community cohesion is led and managed well. Governors are very supportive of the school and know its strengths and weaknesses. Committee structures are good. However, governors recognise the need to improve their skills to offer good challenge to school leaders and managers. The school has a satisfactory capacity to improve.

**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

## What does the school need to do to improve further?

- Raise standards in English and mathematics by improving the use of assessment information to plan work that is always challenging for pupils of all abilities, especially the more able.
  - Ensure senior leaders and managers monitor the quality of teaching and learning and pupils' progress, to accelerate improvement in pupils' achievement.
- Improve the skills of the governing body so that it becomes more rigorous in holding the school to account and evaluating the effectiveness of new school initiatives.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils make satisfactory progress throughout the school, although pupils of higher ability do not always receive work which is closely matched to their ability and challenges them to achieve as well as they can. In the past three years, standards have fluctuated. This is partly due to year-on-year changes brought about by pupils joining the school at different times. For example, in 2009 the school received a significant number of new pupils into Years 5 and 6, some with identified learning, social and emotional needs. Initiatives to improve progress in literacy and numeracy are showing early signs of raising attainment, especially in Key Stage 2, although attainment remains average. There has been an improvement in reading throughout the school for all pupils, including those with special educational needs and/or disabilities, as a result of regular reading sessions with adults. Setting across year groups in mathematics is helping to ensure an improved match of work to pupils' ability. The emphasis on a creative curriculum includes themes and topics for each class, often with a global context, such as China and the Aztecs. The themes engage pupils well and help provide lively opportunities to improve the writing skills of girls as well as boys.

Pupils settle quickly in lessons, show positive attitudes to learning and enjoy sharing ideas with their classmates and talking partners. For example, in a mathematics lesson in Year 5 which focused on improving problem-solving skills, pupils identified clues in mathematics questions that would help them solve the problem posed. They worked with enthusiasm in groups and developed their own methods for solving their set of problems. In a literacy lesson in Year 2, pupils worked with quiet determination as they focused on improving their sentence writing skills in different groups remembering, as one pupil said, 'Really good sentences need good capital letters and full stops.'

Pupils behave well in lessons and around the school. Playtimes are happy, sociable occasions. Pupils have a strong sense of responsibility both for each other and for the community which is shown in the efficient manner in which they carry out their monitor duties in class or act as school councillors. Pupils spoke enthusiastically about their involvement in their local community and in sports events. The Activemark and Healthy Schools awards illustrate their awareness of what makes for a healthy lifestyle. The school has worked effectively to improve levels of attendance, especially reducing the number of holidays taken in term time. Pupils' spiritual, moral, social and cultural development is good and reflected in their good relationships and their support of charities. Pupils'

**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

satisfactory achievement, enthusiasm for learning and good personal development ensure they are soundly prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Lessons are characterised by a happy learning ethos. A new tracking system has been introduced to monitor pupils' progress. However, the information collected is not used consistently in all classes to plan tasks that fully challenge pupils and help them to improve their progress. Pupils' work is marked regularly and praise is given. Some teachers provide helpful comments which explain how to improve a piece of work. However, this is not always the case, and some pupils are unclear about what they need to do to improve. Teaching assistants are well deployed and provide good support for pupils with special educational needs and/or disabilities so facilitating their satisfactory and sometimes good progress.

The curriculum has been successfully adapted to provide a broad range of interesting learning experiences. During the inspection the creative curriculum was enriched by a visiting art group who helped each class develop three-dimensional displays of their class theme. The school's focus on developing pupils' creativity is reflected in the Artsmark Gold award. Themes are woven through lessons and help link subjects of the curriculum to provide greater opportunities for pupils to refine their skills in literacy, numeracy, and information and communication technology. The theme on China, for example, provided

**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

opportunities to improve creative and report writing skills while learning about Chinese calligraphy, music and art. Enrichment of learning experiences outside of lessons through a broad range of extra-curricular clubs and visits is good. Pupils spoke enthusiastically about their sporting activities and they enjoy the learning opportunities provided for them. One, typical of many, said, 'I especially like my school because it's fun. We have good facilities and we get lots of help to learn.'

The care, guidance and support provided by the school is good. The valuable links established with a wide range of external agencies and support services extends the school's good care of pupils. Links with local pre-school groups and secondary schools are used well, especially in helping provide a smooth transition for pupils to move to their next school. The good quality of care is especially evident for pupils with special educational needs and/or disabilities. Their needs are assessed carefully and they settle to their learning because of the good support provided for them.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has established a clear direction for the school and his energy and ambition have united staff. Leadership teams provide opportunities for all staff to share in the development of the school. Senior leaders and managers, some new to their role, are beginning to improve their subject areas and play an increasingly active part in the strategic planning of future improvements. The monitoring of pupils' progress has improved. However, the monitoring of teaching and learning by subject leaders in addition to the headteacher is not yet sufficiently rigorous to ensure more teaching is good or better. Governors know the school well and make regular visits. They recognise the need to improve their skills so that they can ask searching questions, judge the effectiveness of improvements and take an equal part in strategic planning for the school's future development.

Community cohesion is good. Pupils are helped to develop an appreciation of their future role as citizens, not only in their local community, but beyond. Pupils are treated fairly and equally but the school accepts that pupils of higher ability should be helped to make better progress. The school works diligently to strengthen the already good links with parents with regular information about their children's progress as well as school events. A range of curriculum-based events is provided regularly for parents to guide them in supporting their children's learning. All safeguarding requirements are met well. Policies are subject to regular review and are used well throughout the school.

**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

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children enter Reception with skills and abilities below those of children of the same age. They are helped to settle quickly and encouraged to become independent, to share with others, and to express themselves clearly. A good range of planned activities ensures that children make good progress across the six areas of learning and so they enter Year 1 with skills and abilities similar to other children at this stage. The Early Years Foundation Leader manages well the challenges posed by a mixed-age class. The planning of activities is carefully structured to ensure that the Year 1 pupils who are taught in Reception also make good progress. However, for Reception children, the regular and imaginative use of the outdoor area is limited on some days because of the need to cater fully for Year 1 pupils and learning opportunities are reduced, especially for imaginative play. Resources are attractive and well deployed in both the indoor and outdoor learning areas.

Teaching is good and there is a consistent focus on developing pupils' speaking and listening skills. For example, one teacher led a learning session focused on encouraging children to express their feelings and understand how music could evoke different moods. One child said a piece of music, 'makes me feel like I want to do a big smile'. The welfare and safety of all children are managed well. Staff work as a happy, cooperative team, and leadership and management are good. Children's development is tracked carefully and parents receive good informal and formal reports of their children's progress.

**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

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A very small minority of parents responded to the questionnaire. Parents who did reply or spoke to inspectors are pleased that their children enjoy school and are safe. Inspectors fully endorse these views. A very few parents expressed some concerns about how well the school keeps them informed about their children's progress, helps them to support their children's learning, and how well the school meets their children's needs. Inspection evidence indicates that the school works consistently to build good links with parents and provides good information about pupils' progress. A good range of events is organised by the school to help parents to support their children's learning at home. Overall, the quality of the care, guidance and support provided for pupils by the school is good. A very few parents feel the school is not led and managed well, but this view was not supported by inspection evidence which found leadership and management to be satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Maylandsea 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 253 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	65	14	30	2	4	0	0
The school keeps my child safe	33	72	11	24	2	4	0	0
My school informs me about my child's progress	24	52	17	37	5	11	0	0
My child is making enough progress at this school	25	54	18	39	3	7	0	0
The teaching is good at this school	26	57	19	41	0	0	1	2
The school helps me to support my child's learning	25	54	15	33	6	13	0	0
The school helps my child to have a healthy lifestyle	27	59	15	33	2	4	2	4
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)	26	57	16	35	3	7	0	0
The school meets my child's particular needs	25	54	15	33	6	13	0	0
The school deals effectively with unacceptable behaviour	25	54	15	33	2	4	3	7
The school takes account of my suggestions and concerns	23	50	19	41	0	0	3	7
The school is led and managed effectively	27	59	13	28	2	4	4	9
Overall, I am happy with my child's experience at this school	29	63	13	28	4	9	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 September 2010

Dear Pupils

**Inspection of Maylandsea Primary School, Chelmsford, CM3 6AD**

Thank you for the warm welcome you gave us when we visited your school and for the questionnaires that you completed. We really enjoyed talking to you about your work and how much you like your school. It was very exciting for us to see all the lovely artwork that you had done in your classes with the help of visitors, parents and governors. The displays you helped to create around the school were very special.

Adults take good care of you, so you feel safe. You behave well and care for each other. You told us that you enjoy learning and are proud of your school. In your lessons we saw how much you enjoy your work and you like to join in discussions and share your ideas together. Your headteacher, teachers and governors are working hard to help you do the best you can.

We think that Maylandsea is a satisfactory school. This means that it does some things well, but also needs to make some things better.

We have asked your teachers to make sure they use what they know about how well you are doing to plan lessons that give you work that is not too easy or too difficult. We should like you to have work that really challenges you to do the best you can, especially those of you who learn quickly. Your senior teachers, who help Mr Rudman manage your school, should keep a close watch on your lessons to make sure that you are learning well and making good progress. Finally, we have asked the governors to work hard to make sure that your school continues to improve and you all make better and better progress.

You can help by working hard and always doing your best in school. We wish you well for the future.

Yours sincerely

Norma Ball

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**