

# Maylandsea Community Primary School

Katonia Avenue, Mayland, Chelmsford, CM3 6AD

**Inspection dates** 22–23 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders and managers, including governors, supported by hard work from all staff, have greatly improved teaching and achievement since the last inspection.
- Pupils' progress has accelerated substantially in the last two years. Achievement is now good for all groups throughout the school.
- Much better systems, to monitor pupils' progress and take decisive action to tackle any problems, have underpinned much of the improvement made.
- Teaching is good in all classes. Teachers engage pupils' attention through interesting tasks, a brisk pace, and clear, enthusiastic explanations.
- Teachers give pupils extensive opportunities to work in pairs or small teams. As a result, they get on well together and have good collaborative skills.
- Strong teamwork between teachers and skilled extra adults ensures that disabled pupils and those with special educational needs are helped to make the same good progress as their classmates.
- Pupils behave well and have very positive attitudes to learning. They try hard and concentrate well. Their positive relationships with staff and each other contribute strongly to them feeling very safe and happy in school.

### It is not yet an outstanding school because

- Most teaching is good rather than outstanding, so achievement is not yet outstanding.
- Although teachers prepare different work to match pupils' different abilities, tasks are not always challenging enough for the more able in all parts of the lesson.
- Teachers do not always keep a regular enough check on how different groups of pupils are getting on in lessons.
- Marking is inconsistent, particularly in the extent to which it gives pupils clear advice to help them improve.

## Information about this inspection

- Inspectors observed substantial parts of 17 lessons. They also spent shorter periods in classes to observe how well pupils are taught phonics (the way in which letters represent the sounds in words.)
- Discussions were held with members of staff and with representatives of the governing body. Inspectors spoke formally to groups of pupils from Years 2, 3, 5 and 6, and chatted informally to many others. They also listened to several pupils from Years 1 and 6 reading.
- Samples of pupils' work were examined in their books, and inspectors scrutinised displays around the school.
- Pupils were observed in assemblies, around the school generally, and during break times.
- Inspectors took account of 36 replies to the online questionnaire for parents (Parent View), as well as the results of the school's own survey of parental opinion. Questionnaire responses from 28 staff were analysed.
- An inspector held a telephone discussion about the school's performance with a representative of the local authority.
- Inspectors checked a variety of documentation, particularly that related to the monitoring of teaching, data about pupils' progress, and records of the school's procedures to ensure pupils' safety.

## Inspection team

Steven Hill, Lead inspector

Additional Inspector

Susan Cox

Additional Inspector

Alan Jarvis

Additional Inspector

## Full report

### Information about this school

- The school is about average in size for a primary school. The majority of pupils are White British, with a small percentage from a range of minority ethnic heritages. Very few pupils speak English as an additional language.
- The proportion of pupils who are eligible for support from the pupil premium is below average. The pupil premium is extra funding provided to help pupils who are known to be eligible for free school meals, or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is average. The proportion who are supported at school action plus, or who have statements of special educational needs, is above average.
- The school meets the current government floor standards, which are minimum expectations set for pupils' attainment and progress.
- There is a pre-school provision on the school site. This is managed privately and is inspected and reported upon separately.

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

- Raise achievement to be outstanding by making teaching outstanding, in particular by ensuring that:
  - the adults in class check periodically on the progress of all groups of pupils, to make sure that they are succeeding in their tasks and are not confused, and to challenge them to refine their work
  - more-able pupils have tasks that challenge them throughout lessons, and they do not sometimes have to tackle work that is too easy for them first
  - the marking of pupils' written work gives them clearer advice on how to improve
  - the good system seen in some classes of setting extra tasks, to give more practice to those who need it, and to challenge those who have succeeded, is used more extensively.

## Inspection judgements

### The achievement of pupils is good

- Children start in Reception with skills that vary considerably, but which are overall well below those expected for their age. They make good progress in their Reception Year to be much closer to national expectations, but still below, by the time they start in Year 1.
- Pupils' progress in Key Stage 1 has risen steadily for several years to be securely good, with a consequent rise in attainment. The attainment of pupils currently in Year 2 is now above average for the first time.
- Until two years ago, achievement at Key Stage 2 had been much too variable between classes. There has been a major improvement since then, with progress across the key stage much more consistent, and higher than average in all classes over the last five terms. Attainment at the end of Year 6 has varied considerably, but has been average over time.
- The improvement in achievement is particularly striking for the current Year 6 pupils, who have made excellent progress recently. This has overcome considerable underachievement in their first two years in the key stage. As a result, they have reached average standards in reading, writing and mathematics, from a very weak position two years ago.
- Pupils for whom the school receives pupil premium funding make similarly good progress to their classmates. The difference between their attainment and that of others varies from year to year, because of small numbers, but is overall not significant. The four eligible pupils who left Year 6 in 2012, for example, had attainment that was about a year ahead of their classmates.
- Disabled pupils and those who have special educational needs make good progress whatever their difficulties. This is because good teamwork from the staff who work with them ensures that provision is tailored to their particular needs, offering the right balance of challenge and support to enhance their learning.
- Younger pupils are now making good progress in developing their phonic skills. The school responded decisively to weak results in the national check at the end of Year 1 last year to improve the teaching of phonics, and this has been successful. Older pupils are enthusiastic and fluent readers, who read a good range of books.
- Pupils make good use of their literacy and information and communication technology skills to support their work in other subjects. This was seen to good effect when pupils in Years 4 and 5 investigated geographical information, comparing what they could find in reference books to information on the internet.

### The quality of teaching is good

- Better teaching has raised pupils' achievement. In particular, teachers make good use of data about progress to plan different work for pupils of different abilities. This is generally very successful, but at times the more-able pupils do the same work as the rest of the class before going on to more challenging tasks.
- Teachers have high expectations of pupils' behaviour and attitudes in class. Because pupils like and respect their teachers, they try hard to meet these, working hard and behaving well.

- Pupils explain that lessons are 'fun' because they 'learn new things every day' and teachers 'keep things fresh'. The teachers are particularly successful in actively involving pupils throughout lessons through extensive use of discussion to sort out their thinking and share ideas.
- Pupils particularly enjoy the use of small whiteboards where they can jot down their ideas and show them to each other and the teacher. They feel they are contributing to learning throughout the lesson, and this also enables teachers to continually check their understanding.
- In most lessons, teachers show very good skills in checking on how well pupils are doing. They give them extra help if they are puzzled, put them back on the right track when they make mistakes, and challenge them to improve their work further if they are successful.
- At times, the adults do not check all the groups in the class frequently enough. This happens especially when some pupils are working independently, and the adults are focused on particular groups. At such times, some pupils make too little progress because misconceptions are not addressed soon enough, or they are inclined to coast because they are not challenged to refine their work.
- Teachers give pupils good oral feedback on their progress, explaining what they have done well and how they could have improved their work. To some extent, this is also the case in the marking of pupils' written work, but the marking is not as consistent, particularly in giving pupils precise advice about how to do better next time.
- In a few classes, marking gives pupils extra examples to reinforce their learning when they have had difficulties, or suggests harder tasks to try when they have been successful. However, this practice is not common to all classes and, sometimes, pupils do not get around to actually doing the extra work the teachers suggest.

### **The behaviour and safety of pupils are good**

- Behaviour is good, and older pupils report it has got better in the last couple of years because the adults are 'more strict'. They are sure that this has improved the school. Pupils are polite and friendly, and follow routines well.
- Pupils themselves are positive but realistic about behaviour, saying, for example, 'It has its moments.' However, they are confident that adults deal quickly with any incidents. Older pupils particularly appreciate that they are encouraged to sort out minor disagreements themselves, feeling that this is very successful because, as one pupil said, 'We've all grown up more.'
- In class, pupils concentrate hard, and respond quickly and sensibly to instructions. They get on well, helping each other when needed, and enjoy talking about ideas together. Their resultant very good collaborative skills make a strong contribution to their good progress. Pupils are keen to succeed and show perseverance in the face of difficulties.
- Pupils show great care and respect for each other, and are tolerant of each other's problems and foibles. The pupils in Year 6 particularly enjoy the opportunities they have to help younger children, both academically and socially. Their only suggestion about how the school could be improved was to have more of these opportunities, and for them to last longer.
- Pupils have a good understanding of different kinds of bullying, and say it is rare, with older pupils saying it has reduced in the last couple of years. They have great confidence that adults

would quickly sort out any incidents that arose.

- Pupils feel safe in school and know how to contribute to their own safety through such activities as first-aid training and learning about road safety. They highlight the contribution the care of the adults makes to their safety, with younger pupils particularly valuing the role of the site supervisor. Older pupils added that the other children make a strong contribution to how safe they are in school.

### **The leadership and management** are good

- Since the last inspection, the school has placed a high emphasis on improving the tracking of pupils' progress and using the data to identify individuals and groups who are not doing as well as they should. This information has been used very effectively to provide extra help where it is needed, with a resultant improvement in achievement.
  - The data have also been used, in parallel with observations of lessons and checking work in pupils' books, to evaluate the effectiveness of teaching in different classes. This has enabled senior leaders to hold teachers to account for their performance, and to provide advice and extra training to help colleagues improve their practice. Staff have responded positively and worked hard, so that teaching is now consistently good throughout the school.
  - The good systems to manage teachers' performance have enabled the school to reward staff appropriately for success, as well as to address any issues that arise.
  - The school has ensured that all pupils now make good progress, illustrating its successful commitment to ensuring equality of opportunity and eliminating discrimination. This has included the successful use of pupil premium funding to ensure that eligible pupils make good progress, but are also enabled to take a full part in the life of the school.
  - The school provides an interesting and wide-ranging curriculum that supports pupils' enthusiasm as well as their good achievement. Good links between different subjects make learning more meaningful and relevant to pupils. Music is a particular strength, because the school makes good use of the expertise of a specialist teacher to support learning. Healthy Schools status, ArtsMark Gold and Activemark awards illustrate other strengths in the school's provision.
  - There is strong support for pupils' spiritual, moral, social and cultural development. There has been a good emphasis on diversity so that pupils have a good understanding of cultures beyond the immediate locality, both in the rest of the United Kingdom and abroad.
- **The governance of the school:**
- Governors have greatly improved the way they carry out their responsibilities since the last inspection. They now have much better systems to understand the school's strengths and weaknesses, particularly in using data to monitor pupils' achievement. Regular visits to monitor aspects of school life increase their understanding. They are fully aware of the quality of teaching, and the way it has been improved. Their good overview of how teachers' performance is managed ensures that good performance is suitably rewarded. A high emphasis is given to keeping pupils safe, and rigorous work alongside staff has ensured that current safeguarding procedures meet requirements. The pupil premium funding has been spent well to support eligible pupils both academically and socially.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	115060
<b>Local authority</b>	Essex
<b>Inspection number</b>	405559

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>	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joan Robson
<b>Headteacher</b>	Nicholas Rudman
<b>Date of previous school inspection</b>	28 September 2010
<b>Telephone number</b>	01621 742251
<b>Fax number</b>	01621 741894
<b>Email address</b>	admin@maylandsea.essex.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 123 4234, 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 information 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'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
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 2013

