

# Maylandsea Primary School

## Inspection report

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<b>Unique Reference Number</b>	115060
<b>Local Authority</b>	Essex
<b>Inspection number</b>	311806
<b>Inspection date</b>	10 June 2008
<b>Reporting inspector</b>	Raymond Jardine

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

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<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 on roll</b>	
School	306
<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>	8 March 2004
<b>School address</b>	Katonia Avenue Mayland Chelmsford Essex CM3 6AD
<b>Telephone number</b>	01621 742251
<b>Fax number</b>	01621 741894

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- how well pupils make progress, particularly in English
- the extent to which pupils learn to work independently and reflect on their progress
- the use the school makes of assessment to help raise standards.

The inspector gathered evidence from observations of lessons, analysis of school documents, parental questionnaires, discussions with senior and middle managers, groups of pupils and with the chair of governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This is a larger than average primary school. Almost all pupils are from White British backgrounds. An average proportion of pupils have learning difficulties or disabilities, including those with a statement of special educational need. The proportion eligible for free school meals is below average, but pupils come from a wide range of social and economic backgrounds. Attainment on entry to Reception is below that expected for children of this age, mainly in children's communication and language development and their personal, social and emotional skills.

The school recently gained national Artsmark Gold award, and Activemark award in 2007. It has experienced considerable staffing changes since the appointment of the headteacher in January 2006, including a new deputy headteacher and senior leadership team.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Maylandsea Primary is a good school. It has improved considerably since its last inspection; standards are higher because of improvements in teaching and in the quality of the curriculum. Pupils enjoy learning and acquire good skills in working independently and collaboratively that are preparing them well for their future lives. The headteacher provides very effective leadership and direction for the school. He has made some astute decisions to involve staff more fully in the school's management and improve key policies such as those for promoting good behaviour and for monitoring pupils' academic progress. The impact is evident in pupils' good personal development and academic achievements. The great majority of parents express confidence in the school's work. One commented that: 'Mr Rudman and his team have introduced many changes that have benefited learning and behaviour.'

Pupils' achievements throughout the school are good, particularly so in mathematics and science. Standards by Year 2 are typically about average; this represents good progress from when pupils enter Year 1. They do better in their reading and mathematics than in writing. Year 6 standards have risen considerably since the last inspection. In 2007, they were well above average in mathematics and science where pupils' achievements were very high. English standards were average. English has lagged behind other core subjects because pupils have not made as much progress, particularly in their writing. The school analyses its standards carefully and acts promptly on weaknesses such as this. Staff have been working with some success to improve writing, and that of boys in particular. The school has completely revised teaching methods by creating more opportunities for extended writing and giving pupils specific guidance and targets for their improvement. The introduction of more stimulating and visual contexts for writing and encouraging pupils to plan, edit and review their work routinely is paying dividends. The gap in standards between English and mathematics is closing and the good progress is becoming more consistent across subjects. Even so, this remains work-in-progress as pupils gain from such approaches as they move through the school.

Teaching and learning are mainly good and a key reason why pupils do well academically. They enjoy lessons and find many of them fun, particularly mathematics. Most lessons provide stimulating contexts for learning and teachers use a good balance of teacher-led discussion while also encouraging pupils to talk with partners about their ideas. In the best lessons, pupils are absorbed in lively practical activities that help them to learn for themselves. They acquire good skills in assessing their own and other pupils' work. For example, older pupils devise 'steps to success' that help them to improve their own standards. In addition, teachers mark pupils' work thoroughly, particularly their writing, and the guidance pupils receive helps them to focus on their next steps. There are variations in teaching quality across the school of which it is well aware. Through regular monitoring and support provided to individuals and shared training, the quality of teaching has improved. Even so, the school is keen to improve it still further. There is some outstanding practice on which to build to achieve greater consistency and still higher teaching quality.

The curriculum is enriched through visits, visitors and a wide range of themed days and weeks that add interest and variety to pupils' learning. It serves most pupils' needs well, particularly in giving them the skills to learn independently and work together. Work is on-going to extend the use of topics and themes creatively across the curriculum. Information and communication technology, literacy and problem-solving skills feature prominently and the school's recent acquisition of the 'Artmark Gold' award reflects its strengths in creative arts and drama. Personal,

social and health education is well developed; Red Cross representatives train Year 6 pupils in first aid. Most pupils demonstrate their good understanding of how to follow fit, healthy and safe lives and many take up sporting activities from the good range of clubs and additional activities that the school provides.

Pupils enjoy school and behave well. Their spiritual, moral, social and cultural development is good. Residential visits to the Isle of Wight for Year 6 and opportunities to take responsibility as school councillors are some of the ways that the school promotes pupils' confidence and ensures that they influence school life. The school is rightly working to extend pupils' understanding of other cultural traditions, for example, through visits to a variety of places of worship. Pupils make a good contribution to their own and the wider community, for example, they recently raised considerable funds for Great Ormond Street Hospital. Pupils are caring of each other.

There are good standards of care and welfare provided. Systems for ensuring pupils' health, safety and security, including child protection arrangements, meet current requirements. The school has improved its approach to individual pupil monitoring. There are termly reviews of each class with their teachers and careful analysis of assessment information by middle and senior leaders. These improvements are one reason for the rise in standards. The school is focussing on ensuring that more able, gifted and talented pupils are sufficiently challenged, a concern expressed by a few parents. In 2007, a very good proportion achieved above expectations in mathematics and science in Year 6 and the school is trying to improve this measure in English currently. Several pupils have speech and language difficulties; detailed plans for their support and progress are reviewed regularly with relevant staff. Expert advice from other agencies helps to guide teachers and their assistants in meeting these pupils' needs well.

The school accurately assesses how well it is doing and is ambitious to sustain the current good momentum of improvement, which has resulted in rising standards and the fall in exclusions. Attendance is average and improving slowly. The relatively new senior leadership team works very effectively together. Middle leaders also play an influential role in monitoring and improving their subjects. Governors are becoming increasingly involved in checking the school's performance through their more regular and focussed visits, although their role as critical friend is not yet developed fully. Overall, the school has good potential to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children make good progress as they experience a rich and varied range of activities that the knowledgeable co-ordinator and her team plan and manage well. Recent changes that take account of new national guidance have resulted in a good balance between teacher led and child-led and initiated activities. Children experience all the areas of learning within most themes and topics. They enjoy constructing model vehicles, role-play their travel to planets in their space rocket and write post-cards to friends in their topic on Journeys. In their cafe, children enjoy fruit as they talk about pictures of transport from the past. Provision such as this focuses particular attention on children's communication, early reading and writing and on their personal, social and emotional development, which are not as good as other areas of learning for some children entering Reception. Most achieve the goals expected by the end of Reception. A few exceed them in their mathematical development but literacy and communication skills remain below other areas of learning.

### **What the school should do to improve further**

- Raise achievement in English to match that of mathematics and science.
- Improve the quality and consistency of teaching further by building on the outstanding practice that already exists.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

11 June 2008

Dear Pupils

Inspection of Maylandsea Primary School, Mayland, CM3 6AD

Thank you for the warm welcome that I received when I visited your school recently. I enjoyed speaking with so many of you and visiting your lessons. I am writing to tell you what I learned about your school.

I agree with you that Maylandsea is a good school. You get on very well together and I was impressed by how you help each other in lessons by checking each other's work. These are very important skills for your futures. I was also impressed with what you are doing to ensure that you live healthy, fit and safe lives. Some of you told me that behaviour has improved and that you enjoy school, especially the interesting lessons that you receive. I agree that the teaching is good and that all the adults are working together to help you learn.

Mr Rudman, the staff and governors have introduced a number of changes that are helping to improve the education that you receive. Year 6 pupils have been doing very well in their mathematics and science tests but writing, throughout the school, has not been as strong. As you know, all the staff are working very hard to help you improve your writing and with some success! Writing standards are improving now. Even so, I have asked them to keep the focus on writing so that English standards rise to be as good as both mathematics and science are already.

Mr Rudman and all the adults at Maylandsea are always looking for ways of making things even better. They look after you well and have improved the way in which your progress is checked so that those who need additional help can receive it promptly. Staff are also trying to make your learning more interesting by including more topic work. Some of the teaching you receive is particularly good. The staff are going to try and build on these strengths to make teaching across the school even better. Your continued good behaviour and readiness to check and improve your own work helps them and benefits you all, so keep it up!

With all good wishes for your future at Maylandsea Primary

Ray Jardine

Lead inspector