

Maryland Primary School

Gurney Road, London, E15 1SL

Inspection dates 4–5 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- School leaders, supported by a strong governing body, are ambitious and provide a clear vision and direction for the school. At the heart of their work is the understanding that all pupils will succeed regardless of their starting point.
- They have established a delightful learning environment in which all pupils thrive and flourish and make at least good progress in reading, writing and mathematics. Most groups of pupils achieve equally well reflecting the school's commitment to equality of opportunity.
- The quality of teaching is consistently good with a high proportion that is outstanding. Teachers have high expectations and ensure that pupils across the school achieve well.
- Pupils' behaviour is outstanding. They feel safe in school because they know they are well cared for. They are polite, friendly and considerate to each other and to adults.
- Pupils are very thoughtful and reflective and this demonstrates the school's excellent provision for their spiritual, moral, social and cultural development. Pupils from all backgrounds get on well together, celebrating their differences.
- Disabled pupils and those who have special educational needs make good and sometimes better progress because staff are skilled at identifying their needs and setting work at the right level to help them to overcome their difficulties.
- School leaders have an excellent understanding of the school's strengths and weaknesses and have ambitious plans in place for further improvement. They have brought about improvements since the previous inspection and are very well placed to improve further.

It is not yet an outstanding school because:

- A few lower attaining pupils do not make as much progress as they should and so achievement is not yet outstanding.

Information about this inspection

- Inspectors observed 26 lessons or parts of lessons, including eight that were observed jointly with senior leaders. Inspectors looked at the work in pupils' books and they listened to pupils in Year 2 and Year 6 read.
- Inspectors attended two assemblies and spoke to pupils in the playground.
- Inspectors held meetings with senior leaders, governors and groups of pupils. They also met with a representative from the local authority.
- Among the documents scrutinised were plans for development, minutes from governors' meetings, pupils' assessment and tracking information and documentation relating to the safeguarding of pupils.
- Inspectors took account of the views of parents and carers through the 64 responses to the online survey Parent View. They also spoke informally to parents and carers at the start of the school day.
- The views of staff were considered through the 58 responses to the staff questionnaire.

Inspection team

Joy Considine, Lead inspector

Additional Inspector

Michael Elson

Additional Inspector

Robert Bourden-Pierre

Additional Inspector

Full report

Information about this school

- The school is much larger than the average sized primary school.
- The proportion of pupils supported by the pupil premium funding is higher than usual. This is additional funding provided by the government to support pupils who are eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average. The proportion supported at school action plus or through a statement of special educational needs is above average.
- The proportion of pupils who are from minority ethnic groups and who speak English as an additional language is much higher than usual.
- The number of pupils who join or leave the school part-way through the year is much higher than usual.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is provision for children in the Early Years Foundation Stage in the Nursery and Reception classes.

What does the school need to do to improve further?

- Raise pupils' achievement from good to outstanding by:
 - providing more support for lower attaining pupils so that they make more rapid and sustained progress.

Inspection judgements

The achievement of pupils is good

- Pupils, including those from minority ethnic backgrounds, work hard and make good progress to reach standards that are broadly average in English and mathematics by the end of Year 6. Attainment in reading and writing is higher than it is in mathematics, although the most recent assessment information shows that this gap is rapidly closing. Scrutiny of pupils' work and records kept by the school demonstrate that actions taken by school leaders have increased rates of progress for all groups of pupils across the school, so that a higher proportion now make outstanding progress.
- Pupils eligible for the pupil premium funding achieve well and reach standards that are about a term ahead of other pupils in English and mathematics. This is because the school has spent money to provide these pupils with additional help in small groups.
- Children start school with skills at below the levels expected for their age. They make good progress so that by the time they start Year 1, they read and write simple sentences using their knowledge of letters and sounds (phonics) to build words. They count confidently to 10 and beyond and carry out simple calculations.
- Disabled pupils and those who have special educational needs make good progress. This is because staff are skilled at pinpointing where they struggle and helping them to overcome their difficulties. However, a small proportion of lower attaining pupils do not always make enough progress and this prevents the overall achievement of pupils from being outstanding.
- Pupils thoroughly enjoy reading. By the end of Year 2, they use a wide range of skills to read and talk enthusiastically about books. By the end of Year 6, pupils reflect on moral issues faced by key characters. They say they read widely for both pleasure and to find new information to support what they are learning in school.
- Pupils write fluently both in literacy lessons and in other subjects. They have a wide vocabulary and a good command of spelling, punctuation and grammar that allows them to express their ideas and feelings. By the end of Year 6, they write extensively showing a good awareness of the reader. They say, 'If you don't write properly, nobody will understand what you are trying to say.'
- In mathematics lessons, teachers constantly challenge pupils and consequently they make good and occasionally outstanding progress. In most lessons pupils use their numeracy skills to solve complicated problems. For example, Year 1 pupils used their understanding of doubling numbers to calculate the quantity and cost of food and drinks required for a party.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection so that all teaching is consistently good with an increasing proportion that is outstanding.
- Teachers have high expectations for pupils and they challenge pupils to do better in lessons and in their work. Just occasionally the work provided for lower attaining pupils is too easy and they do not make enough progress.
- Teachers use assessment information to plan lessons that are well matched to pupils' needs. Lessons build securely on what they have previously learned and so pupils develop their skills one after another. This also ensures that disabled pupils and those who have special educational needs make similar progress to their classmates.
- Children in the Early Years Foundation Stage learn well because teachers plan exciting activities that enable them to make good progress. The outdoor area has been redeveloped since the previous inspection and it provides a stimulating environment in which children can explore and investigate or chat to the chickens kept in the school grounds.
- In lessons teachers use imaginative methods to capture pupils' interest so that pupils enjoy their lessons and behave exceptionally well. For example, Year 6 pupils used their knowledge of

different types of angles to work out the speed, distance and fuel consumption of cars competing in an imaginary Grand Prix event.

- Teachers explain clearly and they constantly challenge pupils by asking questions that probe their understanding and develop their ideas.
- A strong feature of teaching seen during the inspection was the way in which teachers observed pupils and adjusted their lessons accordingly. This enabled those who struggled to receive additional support while those who understood the lesson could be moved on more quickly.
- Teachers mark pupils' books regularly and thoroughly. They provide clear guidance to pupils about what they have done well and what they need to do to correct and improve their work. Pupils respond to these comments at the start of the next lesson and this helps them to make good and sometimes better, progress.

The behaviour and safety of pupils are outstanding

- Pupils love coming to school and this is reflected in their attendance, which is above average. They are warmly welcomed into a stimulating environment in which they feel safe and secure. All pupils are equally valued for the unique contribution they make to the school and this fosters excellent relationships between adults and pupils. Discrimination on any grounds is not tolerated.
- Pupils behave well in lessons because they want to learn. They are kind and thoughtful and show respect towards each other and adults. They get on very well together regardless of background. Racial harmony is strength of the school.
- Pupils have an excellent understanding of different types of bullying, including that relating to e-safety. They say that bullying does not happen and that, should a disagreement between pupils occur, there is always a helpful adult on hand to sort it out.
- Pupils are taught to be responsible citizens by reflecting on issues such as protecting the environment and acts of kindness represented in the wider world. They enjoy taking on responsibilities such as feeding and taking care of the school chickens (which hatched from eggs) and this reflects the good provision for their spiritual, moral, social and cultural development.
- Pupils have an excellent understanding of how to keep themselves safe from dangers outside school. Year 5 pupils take part in the 'Junior Citizenship' programme that teaches them how to stay safe from dangers associated with fires, road and railway safety as well as the dangers posed by tobacco and some drugs.
- The vast majority of parents, carers and staff who responded to the surveys strongly agree that behaviour is good and that pupils behave well.

The leadership and management are outstanding

- School leaders at all levels are ambitious and provide a clear direction to the work of the school. Underpinning their vision is the principle that all pupils have the right to succeed. Consequently, pupils across the school make consistently good and often better progress.
- Senior leaders have an excellent understanding of the school's strengths and what they need to improve. Their plans for further development are specifically focused on raising pupils' achievement, reflecting high expectations for pupils and themselves. They are reflective and constantly seeking new ways to build on what they already do very well. Consequently they are very well placed to improve further. They are fully responsive to the light touch support provided by the local authority.
- The quality of teaching has improved because the procedures for checking teachers' work are rigorous. Teaching is good, with a high proportion that is outstanding and previously weaker teaching has been addressed. Senior leaders regularly check the work of teachers by observing lessons and informal 'drop ins' and looking at pupils' work. They provide feedback to help teachers to improve their work. A programme of professional development is tailored to the

needs of individual teachers to enable them all to teach to a high standard.

- All staff have performance management targets closely linked to pupils' progress and to the priorities the school is working towards. They understand that their progression on the salary scale is dependent on their performance and that only the best teaching is rewarded.
- The curriculum makes an excellent contribution to pupils' spiritual, moral, social and cultural development. In addition to ensuring that pupils make good progress in literacy and numeracy, it also provides a wealth of opportunities for pupils to reach high standards in subjects such as art, music and dance.
- The school meets all requirements for safeguarding pupils.

■ **The governance of the school:**

- Governors know the school exceptionally well because they visit school regularly and they receive high-quality reports from the headteacher and senior leaders. Governors undertake regular training to help them to keep up to date with local and national developments and to improve their skills in monitoring and challenging the performance of the school. They know how the school's performance compares with that of other schools through analysis of performance information. They know that the quality of teaching is good and that teachers' progression on the salary scale is linked to their performance. They carefully monitor the school's finances, including the use of pupil premium funding. They know that pupil premium funding has been spent to provide academic support as well as to provide additional curriculum experiences for these pupils to ensure they do not miss out.

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

Unique reference number	102730
Local authority	Newham
Inspection number	413015

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	520
Appropriate authority	The governing body
Chair	Graham Plant
Headteacher	Lorna Jackson
Date of previous school inspection	9 February 2010
Telephone number	020 8534 8135
Fax number	020 8534 4426
Email address	info@maryland.newham.sch.uk

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