

Maybury Primary School

Walton Road, Woking, GU21 5DW

Inspection dates 10–11 March 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress across most of the school. Pupils' progress is rapid in some years.
- Pupils' attainment and standards of work have consistently improved over time.
- The school's early years provision is excellent. Children make rapid progress and learn very well.
- Teaching is stimulating and effective. Teachers and teaching assistants support pupils' learning well.
- Pupils demonstrate a love of learning and behave well towards each other.
- The school's work to keep pupils safe is very thorough and highly effective.
- The school promotes a very strong set of positive values in everything it does. It prepares pupils for life in modern Britain very successfully.
- The school has developed very good relationships and communication with parents. As a result, parents feel very well supported and have very high levels of confidence in the school.
- The headteacher, other leaders and governors share very high aspirations for the school. They have improved the quality of teaching and pupils' achievement and attendance.

It is not yet an outstanding school because

- Teaching is not yet outstanding, with the result that pupils do not make equally fast progress in all areas of the school and between different year groups, particularly in writing and mathematics.
- Teachers do not always offer pupils the high levels of challenge found across most of the school.
- Teachers' written advice to pupils sometimes lacks precision.
- Teachers' expectations of the presentation of pupils' work are not always high enough.

Information about this inspection

- The inspectors saw teaching across the school. They observed one assembly, visited 15 lessons and saw pupils' behaviour in the playground and at lunchtime. Eleven lessons were observed jointly with the headteacher or deputy headteacher.
- Discussions were held with pupils, four members of the governing body, the headteacher and other members of staff. A discussion was also held with a representative from the local authority.
- The inspectors observed many aspects of the school's work, including support for pupils who need extra help. They heard pupils read, and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils should learn in each subject and plans for the school's future development. They scrutinised the school's arrangements for keeping pupils safe, pupils' attendance records and the governing body minutes. The inspectors also looked at records of how pupils' learning is monitored and of how the quality of teaching is checked.
- The views of parents were taken into account through discussions with several parents. The inspectors also took note of 67 responses to the online Parent View survey and three letters that were received. The inspectors considered parents' responses to the school's own survey of their views.
- Staff views were taken into consideration by looking at questionnaires completed by 33 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Kate Rumboll

Additional Inspector

Full report

Information about this school

- The school is a smaller than average-sized primary school.
- The school converted from an infant school to a primary school in September 2011. This is the first year that the school has included pupils in Year 6; consequently, there are no national test results currently available for the end of Key Stage 2.
- The proportion of pupils who are eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals or for children who are looked after) is lower than the national average.
- The proportion of disabled pupils and those who have special educational needs is slightly higher than in most other schools.
- Most pupils are of minority ethnic heritage.
- Early years children are provided with two part-time Nursery classes and one full-time Reception class.
- The headteacher took up her responsibilities in September 2013, having previously been the school's deputy headteacher. The current deputy headteacher joined the school in September 2014. The early years leader took up her responsibilities in January 2014.

What does the school need to do to improve further?

- Enable teaching to become outstanding so that pupils can make rapid progress in all parts of the school by:
 - ensuring that all teachers give pupils the high levels of challenge typically offered across the school
 - strengthening the precision of teachers' written advice to pupils so that they have an even clearer idea of how to improve their work
 - making sure that all teachers have consistently high expectations of pupils' presentation of work.

Inspection judgements

The leadership and management are good

- The headteacher has ensured that all staff share her high expectations of pupils' learning and achievement. She and other senior leaders have successfully managed the school's transition from a good infant school to a good primary school.
- Senior leaders manage staff performance very well. They evaluate performance very thoroughly and set staff properly demanding targets. Senior leaders give staff the support they need to meet these targets. As a result, teaching and achievement have both improved.
- Leaders at all levels use information about pupils' achievement very well. They use their accurate understanding of pupils' skills and needs to plan provision carefully in order to meet pupils' needs.
- Leaders' plans for school development identify school priorities well. Leaders take effective actions to improve the school. For example, the school changed the way it teaches phonics (linking letters to the sounds they make), with the result that Year 1 phonics screening scores substantially improved in 2014.
- Middle leaders contribute to school improvement effectively. They have revised the school's subject teaching so that it reflects the high expectations of the new National Curriculum. Middle leaders help monitor and improve the quality of teaching. For example, they train and support teaching staff to develop their skills in teaching particular subjects.
- The school has developed a very strong set of positive values and puts these at the centre of all its work. For example, the school focuses on a different value, such as 'honesty', 'freedom' or 'unity' each month. School displays strongly and consistently reinforce the importance of positive values and respect for pupils' cultural backgrounds and identities. The school's deep exploration of such values ensures that pupils are very well prepared for life in modern Britain. Such work demonstrates the school's very strong promotion of equal opportunities and shows how it guards against discrimination and intolerance.
- The school's curriculum is good. The school carefully plans how pupils will progress through a wide range of different subjects. The school provides pupils with trips and other out-of-class educational activities that stimulate their learning.
- The school uses additional funding well to provide disadvantaged pupils with extra tuition, with the effect that these pupils make good progress and their attainment has improved.
- The school also makes good use of sports premium funding. It has used a specialist teacher from a local secondary school to develop staff's skills in teaching physical education and lead some lessons in the subject. As a result, pupils' engagement and skills in areas such as dance have improved.
- The school has developed very good relationships with parents and the local community. Leaders organise many well-attended events that encourage parents to engage with the school and understand how it promotes learning. Several parents commended the home-school link support that they received. A very large majority of parents who offered an opinion thought that the school was well led.
- The school's arrangements to keep pupils safe meet statutory requirements. The school makes very good use of its observations of pupils' well-being to ensure that they are kept safe.
- The local authority has offered effective support to the school. It has given helpful training to staff and governors. The local authority supported the school well during its evolution into a primary school.
- **The governance of the school:**
 - The governing body is well organised and effective. Governors have a good understanding of information about pupils' achievement. They visit the school and communicate regularly with school leaders. Governors keep themselves well informed about the quality of teaching and check that leaders use performance management well enough to ensure a high standard of teaching. They check that staff at all levels are given the support they need to develop their practice. Governors make certain that pay is suitably related to the quality of performance, and that strong performance is properly recognised. They are aware of how the school could improve further, and question and challenge leaders well when any issues arise. They have a good impact on school improvement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. This is the view of parents, pupils and school leaders.
- Pupils enjoy learning and are proud of their achievements. They concentrate well on their activities and work hard. However, pupils' good attitudes towards learning do not yet provide the exceptional drive that is needed to ensure that they make rapid progress in all classes in the school, which is why behaviour is not yet outstanding.
- Pupils treat staff, visitors and each other with courtesy and respect. They share and cooperate well. Pupils' good behaviour towards one another reflects the positive values promoted by the school.
- The school manages pupils' behaviour well. Pupils understand the school's expectations of behaviour and the consequences of not meeting these. School records show very few incidents of poor behaviour and no incidents of bullying over time.
- Leaders have been successful in developing parents' understanding of the importance of good attendance. As a result, pupils' attendance has strongly improved since the time of the previous inspection. It is now broadly average.
- Pupils who talked to the inspectors said that there was no poor behaviour in the school and that they felt valued. They described staff as 'very kind' and said that 'everyone has a say'.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Staff monitor the well-being of pupils extremely carefully and use their understanding of individual pupils' situations to keep them safe. Staff are very quick to respond to pupils' emotional needs. Pupils who spoke to the inspectors said they felt very well cared for.
- Staff keep the school grounds safe at all times. They supervise pupils very well.
- The school teaches pupils how and why it is important to keep safe, and pupils demonstrate a very good awareness of this. For example, some pupils in each class act as health and safety monitors. Reception children, dressed up as 'safety leaders', approached the inspectors and checked that they were wearing proper identification.
- The school teaches e-safety very well, including the dangers of sharing personal information online or of communicating with strangers. Pupils demonstrated substantial knowledge of how they could keep themselves safe.
- Teachers ensure that pupils have a very good understanding of different types of bullying, including cyber-bullying and prejudice-based bullying. They make certain that pupils appreciate the importance of speaking up if they witness any mistreatment of people.
- Pupils who spoke to the inspectors said that the school kept them very safe.
- An overwhelming majority of parents who responded to the online Parent View survey thought that their children were safe, happy and well looked after at the school.

The quality of teaching

is good

- Teaching is consistently good across most of the school. Pupils make good, and sometimes outstanding, progress as a result.
- Teachers typically offer pupils a high level of challenge. As a result, pupils are interested in their learning and make good progress overall. In a few lessons teachers give less challenge to pupils than they do normally, which leads to slight variations in pupils' progress across different classes.
- Teachers generally have high expectations of pupils' learning. There is some variation between teachers' expectations of pupils' presentation of work, so a few do not ensure that pupils' work is consistently presented to a high standard.
- The school teaches reading effectively. Improvements to the teaching of phonics have helped ensure that pupils develop key reading skills quickly. The most able readers read complex texts. The school promotes pupils' enjoyment of reading well.
- The teaching of writing and mathematics is good. Teachers and teaching assistants give pupils clear explanations and activities that develop their skills and knowledge. On the occasions when teachers' written advice to pupils is not sufficiently precise, pupils' understanding of what they could do to improve their work is not always as clear as it could be.
- The school makes good use of teaching assistants and teachers who provide extra support in English and mathematics. They develop learning effectively by giving pupils, including disadvantaged pupils and those

who have disabilities or special educational needs, carefully planned tuition.

- Most parents who offered an opinion thought that their children were taught well.

The achievement of pupils is good

- Pupils' progress and attainment have improved over time. Pupils currently in the school make good progress in all subjects overall and rapid progress in some years. In writing and mathematics, pupils in some classes make slightly slower progress in a few classes. .
- The school's results in the Year 1 national phonics (linking letters to the sounds they make) check were low in 2013 but strongly improved and were well above average in 2014.
- Pupils' results in reading, writing and mathematics at the end of Key Stage 1 have been below average over time. However, these results still reflect pupils' good progress from their starting points. Pupils' results improved in 2014, and the work produced by pupils currently at the school is of higher quality than in previous years.
- There are no results yet for the end of Key Stage 2, but pupils' books show good standards of work in English and mathematics.
- The most able pupils produce work of a high standard. They make good progress across the school, though sometimes this progress is a little slower than that of other pupils. This is because the typically high level of challenge they receive is not sustained consistently across the whole school.
- Disabled pupils and those who have special educational needs make good progress overall. Sometimes, their progress is faster than that of other pupils, and sometimes, it is slower. Their attainment at the end of Key Stage 1 is lower than that of other pupils nationally, but is improving in relation to them. The school gives this group of pupils well-judged support that enables them to learn well.
- Disadvantaged pupils also make good progress across the school. There are no results yet for the end of Key Stage 2, so it is not possible to comment on how well the school is closing the gap between disadvantaged pupils and others by the time they leave primary school. However, the attainment of disadvantaged pupils at the end of Key Stage 1, while lower than that of other pupils nationally and in the school, is improving in relation to them.
- Most parents who offered an opinion thought that their children made good progress in the school.

The early years provision is outstanding

- Children's achievement in the early years is outstanding. All groups of children, including disadvantaged children and those who have special educational needs, make rapid progress from typically very low starting points. The proportion of children leaving the Reception Year with a good level of development is slightly higher than the national average.
- Early years teaching is outstanding. The school uses the extremely rich Nursery and Reception indoor and outdoor classrooms to promote learning exceptionally well. Early years staff listen to and assess children very carefully. They use their understanding of children's skills, interests and needs to plan highly effective provision for them. As a result, children make outstanding progress in all areas of learning.
- Children's behaviour is outstanding. They demonstrate very high levels of engagement and concentration, and use their time extremely well. Children behave very well towards one another and use the early years resources with care and respect.
- Leadership of the early years is outstanding. The early years leader carefully plans how to improve the school's early years provision. As a result, the school's use of the early years facilities has developed substantially and is of very high quality. The early years leader, along with the senior leadership team, has successfully ensured that early years teaching is consistently outstanding. She has also strongly improved the proportion of children leaving the Reception Year with a good level of development.
- Early years staff keep children safe at all times. They ensure that children are kept safe when using the whole range of resources and when visitors are in the school. Children understand how to keep themselves safe.
- The early years leader, together with the home-school link worker and other leaders, has developed very good relationships with parents and families. They engage parents in their children's learning very well through a large variety of activities, such as regular 'play and learn' sessions.

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

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| Unique reference number | 125001 |
| Local authority | Surrey |
| Inspection number | 428943 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 265 |
| Appropriate authority | The governing body |
| Chair | Christine Cornish |
| Headteacher | Amanda Merritt |
| Date of previous school inspection | 24–25 November 2009 |
| Telephone number | 01483 763272 |
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