

Maybury Infant School

Inspection report

Unique Reference Number	125001
Local Authority	Surrey
Inspection number	340695
Inspection dates	24-25 November 2009
Reporting inspector	Carole Skinner

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

Type of school	Infant
School category	Community
Age range of pupils	3-7
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair	Tahir Hussain
Headteacher	Emma Smart
Date of previous school inspection	February 2007
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Age group	3-7
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with staff, governors and the school council. They observed the school's work, and looked at the school development plan, records of pupils' progress, attendance data, samples of pupils' work and the school's self-evaluation documents. Forty-two parental questionnaires were received and analysed.

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

- the impact of the school's strategies to raise attainment and accelerate progress, particularly in reading and writing and for the more able pupils
- the impact of low attendance on achievement and the effectiveness of the school's strategies to tackle lateness and reduce absences
- the effectiveness of leaders, managers and governors in driving improvement and using assessment and tracking data to set suitably challenging targets for all pupils.

Information about the school

Maybury is a small school that has seen a rise in numbers over the last three years. The overwhelming majority of pupils are from minority ethnic groups and are at the early stages of learning to speak English. There are 25 different home languages spoken by the pupils with approximately two-thirds speaking either Urdu or Punjabi. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. The 60-place nursery takes children from the age of three. Reception children are taught in two classes, one of which also caters for younger Year 1 pupils. The headteacher returned from a year's maternity leave in April 2009. During her absence, the school was led by an interim headteacher. The school has achieved Activemark and Sportsmark recognition as well as the British Council International School Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Maybury is a good school where children thoroughly enjoy learning. The vast majority of pupils who speak another language at home start school unable to speak English. They make rapid progress in learning the language as a result of good teaching and high quality support from bilingual assistants. Children get off to an excellent start in the nursery, especially in developing social and communication skills. Behaviour is outstanding throughout the school and this contributes greatly to pupils' good achievement in reading, writing and mathematics. In this culturally diverse school, there is a high degree of racial harmony and pupils develop excellent spiritual and moral awareness. Parents are generally very happy with the school. One wrote, 'My children are always happy to come into school and talk enthusiastically about their days.'

Colourful stimulating classrooms and a friendly, welcoming ethos help children and their families to feel at home and happy in the school. Children's safety, health and well-being are paramount and all staff know children's needs very well. The school goes the extra mile in reaching out to parents, finding increasingly imaginative ways to engage them in school and help them to support their children's learning. A number of good strategies to improve attendance are already showing signs of success, but this is one area where the school is constantly seeking ways to engage parents more successfully. Attendance, although improving, remains low because too many pupils have long absences, including extended leave to visit their home countries. The school is quick to provide additional support for these pupils when they return in order to help them make up for lost time. Nevertheless, parents have been reluctant to accept that these lengthy absences inevitably slow pupils' progress.

Pupils learn well because lessons are interesting and well-planned and provide them with an exciting variety of experiences. A combination of practical activities and visual resources is particularly effective in developing the pupils' command of language and their understanding of key concepts. The school has introduced a number of good strategies to raise attainment in reading and writing and these are producing positive results. Meticulous day-to-day assessment of children's learning ensures that teachers provide suitably challenging tasks, especially for the more able pupils.

Teachers, assistants and governors share high aspirations for the school and all are involved in evaluating its effectiveness under the determined leadership of the headteacher. The school takes prompt and decisive action to address any

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shortcomings and carefully monitors the impact of new initiatives on pupils' attainment and progress. The new management structure has given even greater impetus to the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attendance so that it is at least in line with the national average by:
 - working more closely with parents to ensure they appreciate the impact of poor attendance on their children's learning and progress
 - implementing effective strategies to discourage parents from taking their children out of school during term-time for reasons other than illness.

Outcomes for individuals and groups of pupils

2

Pupils make good progress from low starting points to reach broadly average standards by the time they leave. They are very keen to learn and take part in all activities with great enthusiasm and enjoyment. This helps them to learn well in lessons and to make good strides in their language development. Historically, pupils have achieved better in mathematics than in reading and writing, but the school is successfully closing the gap by implementing specific strategies to help particular groups of pupils. For example, pupils acquire a good understanding of letters and sounds in 'fun phonics' sessions and are starting to use these more accurately in their writing. The more able pupils are reaching higher standards in reading because teachers help them to understand and interpret texts rather than just reading them aloud. Pupils learn well in mathematics because they handle a wide range of practical resources and practise skills such as solving problems. For example, Year 2 pupils investigated different ways to make a total of 24 spots using combinations of four dominoes.

Pupils across all the different minority ethnic groups make good progress. Some are making outstanding progress as a result of improvements in teaching and the curriculum. A small number of pupils do not achieve their full potential because they do not attend school regularly enough. Pupils with special educational needs and/or disabilities make good progress because they receive good support from teachers and well-trained assistants. Despite their good progress in acquiring basic literacy and numeracy skills, low attendance hinders some pupils' preparation for their next school and for future life.

Pupils feel safe in school and know how to keep themselves safe. They get on exceptionally well with each other, irrespective of their different cultures and backgrounds. They enjoy physical activities and know how to keep healthy. One pupil was very keen to tell the inspectors: 'We have bananas and a drink – it's good for you'. Pupils play an important part in helping the school to run smoothly. The school council makes sensible suggestions for improving different aspects and pupils say the teachers take notice of their ideas. Pupils raise funds for a number of charities and

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show concern for others less fortunate than themselves. They show curiosity and love exploring the world around them.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

A strong emphasis on developing shared values underpins the school's good provision. Pupils learn about a 'value of the month', including trust, respect and friendship, through assemblies and class discussions. They benefit greatly from the school's partnership with a number of organisations, for example in supporting the development of reading and writing skills and providing increased opportunities to participate in sports. The 'More Able Writers Club' is a good recent initiative that has not yet had time to have its full impact. A strong focus on the arts is evident in the high quality artwork on display around the school and in the pupils' obvious enjoyment in their weekly music lessons. The development of language and communication skills is at the heart of the curriculum and a key feature of the good teaching. The curriculum is imaginative and exciting and often brought to life through visits and visitors, as when pupils enjoyed the chance to 'meet' Florence Nightingale and to find out about her life and work. The school continues to seek ways to make creative links between different subjects to make learning more meaningful and relevant.

Excellent relationships between adults and pupils help to create a productive working atmosphere in the classrooms. Lessons generally proceed at a brisk pace because activities are well organised and pupils know exactly what they are intended to learn.

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

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Very occasionally, pupils are allowed to call out instead of taking turns to speak and become restless when they are expected to sit and listen for too long, but in the vast majority of lessons pupils live up to the teachers’ high expectations of behaviour. Consistent approaches to assessment throughout the school give teachers a good knowledge of different pupils’ needs. At the end of lessons, pupils review their own progress and indicate how well they have understood new learning. Teachers use this information to modify future planning.

Outstanding teamwork between teachers and assistants is a key factor in the pupils’ good learning. Bi-lingual assistants help to ensure that all pupils understand the tasks and support them effectively using a combination of their home language and English. Careful tracking of each pupil’s progress highlights those who need specific additional help. This is given in a variety of small groups and through one-to-one tuition, where support is carefully tailored to the needs of individuals. The ‘Play and Learn’ group for parents and toddlers provides a valuable service in helping parents to support their younger children’s learning and preparation for school. Initiatives such as the before-school club and helping parents get their children to school are improving punctuality. ‘Every Day Counts’ assemblies and weekly awards encourage pupils to attend regularly but the school has yet to make significant inroads into reducing long-term absences in term-time.

These are the grades for the quality of provision

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

How effective are leadership and management?

Teachers, support staff and governors work effectively in teams to identify strengths and priorities for development in each area of the curriculum. This relatively new approach to collaborative leadership has reinforced the school’s quest for excellence following the return of the headteacher from extended leave. The recently appointed learning and teaching co-ordinator works alongside teachers to demonstrate good practice and ensure good learning. The headteacher has provided an excellent model for evaluating learning in lessons which is currently being adopted by other staff. A recent ‘Learning Walk’ afternoon during ‘One World Week’ provided governors and parents with valuable insights into the curriculum and different teaching strategies.

The school has built good relations with the local community, for example through attending meetings of the Mosque Liaison Committee. It promotes cohesion well through involving parents and members of the local community in an ever-increasing

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number of events and initiatives. Parents of different faiths and ethnicities enjoy the chance to come together at the 'play and learn' sessions and have embraced the formation of the friends association. The school is now considering ways to develop a global dimension through forging links with schools in other countries.

Safeguarding procedures are thorough, although some policies are due for updating. The school makes every effort to promote equality of opportunity for all pupils. It is diligent in providing support for pupils who have gaps in their learning due to long absences and for pupils who join the school part-way through a year with little or no English.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress from low starting points but their attainment remains below average in several areas of learning by the end of Reception. This is largely because they are still developing vocabulary and getting to grips with expressing their ideas in an unfamiliar language. They get off to an excellent start in the nursery, quickly becoming confident and independent. An exceptionally effective team approach by the teacher and skilled assistants ensures that all groups of children are given high quality support, particularly in learning to communicate in English. Good teaching for reception children is carefully planned to meet their needs in both classes. Across the provision, children are well motivated and keen to learn because teachers provide an exciting variety of activities. On some occasions, adults direct the learning skilfully through questioning, as when reception children learned to make banana smoothies and were led to understand what was happening to the bananas in the liquidiser. On other occasions, children learn well through play and exploration. When adults engage alongside them in play, they seize on opportunities

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to develop learning through talking and questioning. This was evident when the nursery teacher helped children to prepare for a birthday celebration. Sometimes, when all adults are focused on particular activities they miss opportunities to develop learning for children who have chosen their own activities.

Good leadership ensures rigorous and consistent approaches to teaching and assessment and high standards of care for all children. Parents are welcomed and given good information about their children’s progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

All of the parents who responded are happy with their child’s experience at the school and feel that it meets their children’s needs. They are confident that the school keeps their children safe and all say their children enjoy school. Inspectors agree with these positive views and are confident that the school takes seriously any concerns raised by parents about their children’s education and well-being.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Maybury Infant 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 159 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	65	17	35	0	0	0	0
The school keeps my child safe	24	50	24	50	0	0	0	0
The school informs me about my child’s progress	23	48	20	42	2	4	0	0
My child is making enough progress at this school	16	33	28	58	3	6	0	0
The teaching is good at this school	21	44	25	52	1	2	0	0
The school helps me to support my child’s learning	17	35	27	56	1	2	0	0
The school helps my child to have a healthy lifestyle	19	40	27	56	1	2	0	0
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)	15	31	24	50	2	4	0	0
The school meets my child’s particular needs	15	31	31	65	1	2	0	0
The school deals effectively with unacceptable behaviour	15	31	28	58	3	6	0	0
The school takes account of my suggestions and concerns	15	31	30	63	3	6	0	0
The school is led and managed effectively	16	33	29	60	3	6	0	0
Overall, I am happy with my child’s experience at this school	18	38	29	60	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 November 2009

Dear Children

Inspection of Maybury Infant School, Woking, GU21 5DW

Thank you for being so friendly when we visited your school. We enjoyed talking to you and looking at your work. We found that Maybury is a good school. Here are some of the reasons why.

- Your teachers plan lots of interesting activities that help you to learn well.
- You really enjoy coming to school and learn lots of new things.
- Your behaviour is excellent and you all get on very well together.
- All of the adults look after you well and keep you safe.
- You make good progress, especially in reading and writing, as your language skills develop.
- There are exciting trips to go on and visitors who come and help you learn. We could see how much you enjoyed playing all those wonderful musical instruments!

All of the adults work hard to keep finding ways to make your school even better. There is one very important thing that we have asked the school to improve. Some of you have too much time out of school. This stops you learning as well as the children who come to school every day. We have asked your school to work closely with your families to make sure that you only have time off when you are ill. This will help you make even better progress. You can help by trying hard to win the attendance awards and making sure you come to school every day.

I am sure you will do your best to help your school to become even better.

Yours sincerely

Carole Skinner
Lead inspector

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