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Mrs Amanda Merritt
Headteacher
Maybury Primary School
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Dear Mrs Merritt

Short inspection of Maybury Primary School

Following my visit to the school on 11 December 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection.

You have built on the school's existing strengths. You and your staff are motivated by an astute awareness of the pupils in the school and their diverse range of needs. Collectively, you are determined that pupils have every opportunity to succeed and you work persistently towards achieving this goal. Parents and carers have great confidence in the school. They feel supported by the caring and open ethos that is evident throughout. They particularly value the home-school link worker, who successfully bridges the communication gap for many families who join the school speaking very little English. One parent summarised perfectly: 'This is a good local school with a good understanding of the community around it.'

Your school is a vibrant and purposeful place. Pupils enjoy coming to school. They respond well to their teachers' consistently high expectations and to the well-established routines for learning and behaviour. During the inspection, the way pupils settled quickly back to work after the excitement of the Christmas performance was a pleasure to observe. Pupils are friendly and courteous. Their conduct is excellent. This contributes to the positive learning atmosphere that is evident around the school.

Pupils learn well at your school. Many children join the early years speaking very little English, and some having never been to Nursery or pre-school. The strong progress they make during their time in Nursery and Reception prepares them very

well for key stage 1 learning. Typically, pupils go on to make at least average progress during key stages 1 and 2. Consequently, the proportions achieving at least the expected standards by the end of Year 2 and Year 6 are usually in line with national figures. However, there is ongoing work to do to ensure that pupils sustain their current strong progress throughout their time at the school. This will enable more pupils to achieve a greater depth of learning by the end of key stage 2.

Last year, outcomes in reading, writing and mathematics by the end of key stage 1 were well below average, especially in writing. A number of factors contributed to this 'dip' in standards, including more than a fifth of pupils joining the school during Years 1 and 2. Some of these pupils did not speak English when they arrived. Pupils made good progress from when they joined the school – and continue to do so in Year 3 – but did not improve sufficiently to catch up on learning they had missed prior to joining the school.

Leaders have successfully addressed the areas identified for improvement at the last inspection. Pupils demonstrate pride in their work, presenting it with consistent care. They feel sufficiently challenged by their work and relish the opportunity to think more deeply than in the past. Teachers use questioning well to probe and broaden pupils' understanding. Governors use their skills and experience effectively to monitor the work of the school, working openly with you and other leaders. Their careful checks on standards support and challenge leaders well. This ensures that nobody is complacent about addressing priorities for improvement in a timely way.

Safeguarding is effective.

Staff work hard to keep pupils safe. Central to this is the open way that staff work in partnership with families, especially those who may be vulnerable. One parent captured this relationship when they spoke of their child being in the 'kind and loving hands' of school staff. All parents who expressed a view said that their children feel safe at school and are well looked after. Pupils learn how to make sensible choices, considering topics such as online safety, road safety and when to call 999 in an age-appropriate way. They play their part in promoting safety in school, such as via the role of safety ambassador or playground buddy. They are adamant that bullying does not happen in their school.

Leaders and governors fulfil their safeguarding duties successfully. Policies and procedures for keeping pupils safe are effective. Records of actions are detailed and fit for purpose. Thorough training supports all staff well in understanding their safeguarding responsibilities. This gives them the confidence to act swiftly if a concern arises about a pupil. Where appropriate, leaders seek advice and support from beyond the school. They pursue this determinedly when necessary, so that pupils are well looked after.

Inspection findings

- As well as checking safeguarding arrangements, I focused on how well teaching supports all pupils to make consistently strong progress, the impact of leaders'

work with disadvantaged pupils and whether historically high rates of fixed-term exclusion persist.

- Leaders have developed useful systems that help staff to keep a close track on pupils' learning. Consequently, teachers have a clear understanding of what pupils can and cannot do. They use what they know to plan useful learning experiences, which pupils respond well to. Opportunities to develop vocabulary and apply learning have been strengthened, which helps pupils to make increasingly good progress over time.
- Leaders hold teachers to account for the difference their work makes to pupils' achievements. Everyone is very clear about the need to strengthen pupils' attainment by the end of key stage 1, and to help those currently in Year 3 to catch up from their underperformance last year. Pupils' work shows that they are currently making good progress that is helping them to catch up.
- Across the school, there is a strong focus on improving outcomes in reading and writing so that they consistently match standards already evident in mathematics. Phonics is taught well, with increasingly high proportions of pupils reaching the expected standard in the phonics screening check by the end of Year 1. Useful additional support helps pupils who most need to develop their reading skills. The impact of this work is seen in the above-expected standards currently evident in reading in most year groups. That some pupils achieve this from a starting point of speaking very little English is particularly impressive.
- Writing remains an area of focus across the school. Pupils develop their writing style well over time. They use increasingly sophisticated vocabulary in their work. However, as their writing becomes more fluent and creative, their standards of spelling, punctuation and grammar vary. This currently prevents more pupils from writing consistently at a higher standard. Leaders are intent on ensuring that pupils transfer their writing skills to work across the wider curriculum, which they do successfully.
- Staff and governors are suitably focused on helping disadvantaged pupils to do as well as they can. Leaders use additional funding appropriately to enrich disadvantaged pupils' learning experiences. Leaders check carefully that their work makes a difference to pupils' academic outcomes. Disadvantaged pupils finishing key stage 2 in 2018 made above-average progress in mathematics and writing compared with other pupils nationally. However, while disadvantaged pupils currently in the school are doing well in some subjects and year groups, this is not consistently the case across the school.
- Fixed-term exclusions have been above the national average for the past three years. However, this does not represent the very positive behaviour that pupils in the school typically demonstrate. Your records show that exclusions are used appropriately, in response to a very small number of serious incidents. You and your staff work determinedly with pupils whose behaviour can be more challenging. The thoughtful steps you take to help them manage and modify their behaviour are successful. There have been no fixed-term exclusions this term.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils sustain their accurate use of grammar as their vocabulary and writing fluency develop so that standards in writing rise to match those evident in mathematics
- disadvantaged pupils continue to catch up with others in writing so that they consistently achieve as well as other pupils nationally
- pupils build on current levels of progress so that they consistently achieve as well as they should by the end of key stage 2.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Kathryn Moles
Her Majesty's Inspector

Information about the inspection

We visited all classrooms to observe learning, talk to pupils and look at their work. I met with you and your assistant headteacher, and with groups of staff, pupils and governors. I also spoke to a representative of the local authority on the telephone and met parents informally at the start of the day. I reviewed a range of relevant documents from the school website and some provided by you and your team, including information about pupils' performance. I scrutinised the school's safeguarding arrangements, including the central record of recruitment checks on staff. I considered 37 responses to Ofsted's online survey, Parent View, including 23 free-text responses, as well as seven letters received during the inspection. I also took account of 31 responses to the staff survey.