

Inspection of Maybury Primary School

Walton Road, Woking, Surrey GU21 5DW

Inspection dates: 27 and 28 June 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Leaders' expectations and aspirations for pupils are high. Pupils respond well to these expectations and learn well. The school's vision, 'believe, succeed, achieve', permeates all aspects of school life. The curriculum motivates pupils to give their best and think of others. Pupils learn about inspirational people and celebrate diversity. A recent anti-racism workshop helped pupils to understand tolerance and difference well.

Behaviour in classrooms, around the school and in the playground is excellent. Low-level disruption is very rare. Pupils understand the school values, such as resilience, positivity and kindness, well. They do their very best to show them in their school life. They love learning how to look after Max and Bob, the school guinea pigs. Pupils are kind and respectful to adults and each other. Leaders investigate the very rare bullying claims meticulously. Pupils say that staff listen to them. Staff take concerns seriously. Pupils feel safe in school.

Pupils flourish here. They adore their school and enjoy the various clubs on offer, such as cricket and photography. Maybury Primary is at the heart of the community. Parents and carers appreciate the community spirit that leaders promote successfully.

What does the school do well and what does it need to do better?

Leaders have created an ambitious curriculum. They tailor it to the needs of the school community successfully. Leaders make sure that pupils, right from Nursery, learn about the world beyond their immediate neighbourhood and celebrate the cultures that make up the school. Leaders have planned the knowledge and skills they want pupils to learn in all subjects clearly. Pupils' learning builds well from their starting points in the Nursery class towards agreed end points at Year 6. Teachers have strong subject knowledge. They check regularly on what pupils know and remember.

In most subjects, and in the early years, pupils achieve well. This includes pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils. Leaders make sure that disadvantaged pupils consistently benefit from everything the school has to offer. Leaders and staff identify pupils with SEND quickly and put in place well-targeted plans. Staff support these pupils well in lessons to access the same learning as their classmates. However, in a few subjects, pupils are not learning and remembering knowledge as well as they are in the stronger subjects. Leaders are in the process of making carefully considered improvements in the delivery of these subjects. Subject leaders are working to embed these refinements in full, so that pupils can achieve exceptionally well across the whole curriculum.

Pupils become confident and fluent readers quickly. From Nursery onwards, pupils love reading and listening to stories and rhymes. Pupils make sure they read widely

and often, so they are in with a chance of winning books from the vending machine. Staff are very skilled in delivering the agreed approach to teaching phonics. They make sure that any pupils who struggle to keep up with the phonics curriculum get bespoke, expert support. Pupils catch up quickly.

Children have an outstanding start to their education in the early years. Staff guide children to deepen their knowledge and understanding expertly. Children get engrossed in activities, which capture their interests and build on previous learning. Their imagination and creativity blossom. Adults know and use the vocabulary that they want children to learn. Children use this well in their play. For example, children use the words 'scoop, cone and sprinkles' confidently in the class ice-cream parlour.

Leaders provide pupils with an exceptional personal development programme. This prepares pupils for life beyond Maybury well. The curriculum helps pupils to understand how to stay safe, including when online. All pupils, from Nursery upwards, take part in enterprise weeks. Pupils learn about the importance of money and how to budget. Pupils raise money through different initiatives, taking on different roles for their chosen business. Careers week, including a careers fair with inspirational visitors, supports pupils in becoming aspirational for their own futures. Pupils have an exceptional understanding of protected characteristics at an age-appropriate level. They understand the importance of equality and fairness.

Leaders are very successful in ensuring that pupils attend school regularly. They know that there can be no let up and work on this with determination every day. Staff are overwhelmingly positive about the support they get from leaders. They are proud to work at Maybury. Leaders support staff very well to manage their workload and well-being. Staff appreciate the thoughtfulness of leaders. The trust offers highly effective support to school leaders. Governors fulfil their statutory duties diligently.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding culture is extremely strong. Keeping pupils safe, in school and beyond, is at the forefront of all adults' minds. Safeguarding training is regular and effective. Leaders review current safeguarding topics with staff on a weekly basis. This has led to staff understanding the possible risks pupils may face, including within their locality, well. Leaders keep records diligently and act swiftly when needed. They liaise effectively with external services. Leaders are tenacious in their approach to making sure that pupils and their families get the support they need. Handover of records to other schools is very well considered.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, changes to the curriculum are still fairly early in their development. Leaders do not fully know how well pupils are learning in these subjects and pupils have some gaps in their subject knowledge. This means that some pupils do not achieve as well as they could. Leaders should continue to implement their ambitious curriculum plans and monitor their impact over time, so that all pupils achieve highly across the whole curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146917
Local authority	Surrey
Inspection number	10288076
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	263
Appropriate authority	Board of trustees
Chair of trust	Stephen Norton
Headteacher	Amanda Merritt
Website	www.maybury.surrey.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Maybury Primary School converted to become an academy school in June 2019. When its predecessor school, Maybury Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not currently use any alternative provision.
- The nursery provides education for children between the ages of two and four. At the time of this inspection, there were no two-year-olds on roll.
- The school operates a breakfast club and an after-school club.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held meetings with senior leaders, staff and pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and geography. Inspectors spoke to subject leaders, staff and pupils, visited lessons and looked at pupils' work. An inspector heard pupils read to an adult from the school.
- Inspectors also considered the curriculum and looked at samples of pupils' work in some other subjects.
- The lead inspector met with three members of the local advisory board, including the chair. She also meet with chair of the Engage Enrich Excel Academy Trust and a further trustee, and the chief executive officer.
- Inspectors reviewed the school's safeguarding arrangements. This included safer recruitment checks and the schools' records of concerns. Inspectors also spoke to staff, governors, trustees and pupils about safeguarding.
- The lead inspector reviewed a range of documentation, including leaders' self-evaluation of the school and school improvement plan.
- Inspectors observed pupils' behaviour throughout the day. They spoke to pupils about their views on behaviour in school. Inspectors considered how the school is supporting pupils' personal development.
- The views of parents were gathered through Ofsted's online survey, Ofsted Parent View and the associated free-text comments. An inspector spoke with a number of parents at the beginning of the school day. They also considered the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils. Therefore, inspectors also looked at a recent pupil survey carried out by leaders.
- During the inspection, the vast majority of Year 6 pupils were not on site as they were attending transition days at their new secondary schools.
- On the second day of the inspection, some pupils were absent due to the religious observance of Eid.

Inspection team

Lea Hannam, lead inspector	Ofsted Inspector
James Humphries	Ofsted Inspector
Lynn Martin	Ofsted Inspector

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