

# Inspection of Mayville Primary School

Lincoln Street, London E11 4PZ

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Inspection dates: 17 and 18 November 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils enjoy coming to school. Staff have high expectations of pupils' behaviour. Pupils behave well. They are friendly to one another. Bullying is rare, and if it does occur, staff act quickly to ensure that it stops. Pupils know that there are caring adults that they can turn to if they have any worries.

Despite these positive features, pupils in Years 1 to 6 do not achieve as highly as they should. This is because the curriculum is not planned to ensure that pupils remember what they have been taught. In Years 1 and 2, some pupils, and especially those with special educational needs and/or disabilities (SEND), do not routinely get the help they need to become fluent readers.

The school is at the heart of the local community. Leaders focus on promoting pupils' well-being. They provide high-quality care for pupils who need emotional support. Parents and carers value the kindness of staff and all that they do for their children. Staff keep a close eye on pupils to help keep them safe in school.

Leaders and staff are always looking for ways to enrich and extend pupils' wider experiences. Pupils are active members of clubs, such as those for engineering, photography and sports. They also take part in an exciting range of educational visits.

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

In Years 1 to 6, subject planning does not routinely sequence learning to help pupils understand and remember knowledge in the long term. In subjects such as computing, physical education (PE) and design and technology, staff lack clear guidance on what ideas and concepts pupils should learn. This leads to inconsistencies in the knowledge that pupils are taught.

The recently appointed headteacher and senior leaders have made a start on developing the curriculum. They are focusing on making sure pupils build up and connect their knowledge in different subjects. Leaders have also improved staff morale. Staff share leaders' determination that pupils will benefit from an ambitious curriculum. However, improvements are at an early stage in most subjects.

In mathematics and science, however, leaders' work has already made a positive difference. Here, leaders' new subject plans are well established. Teachers know which knowledge and skills pupils need to gain in each year group. They make sure that teaching helps pupils to know more and remember more. The high-quality work in pupils' books shows how successful this approach is. Pupils were also able to explain with confidence their secure understanding of key concepts such as gravitational forces and evolution.

The teaching of reading remains a high priority. The development of early reading begins in Nursery. Children are well prepared for what they will learn in Reception. However, in Years 1 and 2, some pupils, particularly those with SEND, are not as well supported in developing their early reading. Staff make adaptations to learning but these adaptations are not routinely meeting pupils' needs. Some pupils in Years 1 and 2, especially those with SEND, are not fully supported to practise reading regularly. This limits pupils from becoming fluent and confident readers.

In Years 3 to 6, pupils read regularly. Leaders have made changes to the curriculum to promote a love of reading. Teachers help pupils to understand the texts that they read. Pupils choose to read for pleasure.

Children with SEND, as most children, get off to a good start in the Nursery and Reception classes. This includes in early reading. Reception-age children benefit from a thoughtfully planned curriculum that builds on what they have learned in Nursery. Adults make adaptations so that they meet the different needs of individual children. Children's well-being is well promoted. Staff focus on helping children to gain confidence and make friendships. Children settle in quickly. However, in Years 1 to 6, pupils with SEND do not always get the right support with their learning. Some extra help and adaptations in lessons are not well targeted to pupils' specific needs.

Leaders recognise the importance of broadening pupils' horizons. This is evident in the high-quality provision for pupils' personal development. Leaders make sure that pupils learn about a range of faiths and cultures. Other areas of the curriculum teach pupils about democracy and the rule of law. Pupils have opportunities to learn about keeping healthy. They have lessons about maintaining good mental health. Visitors teach pupils about different careers and professions.

Pupils work hard in lessons and are respectful of adults and their classmates. This means that learning is rarely disrupted by silly behaviour.

Staff enjoy working at the school. They said that leaders support them well. They value the help they get to keep a healthy work-life balance.

Recent appointments to the board of trustees have increased its effectiveness. Trustees are ambitious for the school. However, trustees have insufficient knowledge about the curriculum to support and challenge leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know their safeguarding responsibilities. They have put in place systems which enable them to respond swiftly to any concerns about a pupil's welfare. Staff know when and how to report worries about a pupil. Parents typically agreed that their children are safe and happy at school.

Trustees regularly review safeguarding arrangements and how these work in practice to keep pupils safe. This includes checking the procedures for employing and vetting staff.

Leaders support vulnerable pupils and their families effectively. They work well with other agencies to make sure these pupils receive the support they need. Leaders are tenacious in following up concerns and ensuring the safety of pupils.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some pupils, particularly those with SEND, do not routinely receive effective support with learning to read. This holds pupils back from becoming accurate and fluent readers. Leaders must ensure that staff are suitably trained to support all pupils learn to read well. They need to make sure that pupils build up their reading fluency and accuracy through regular practice.
- Leaders have improved pupils' learning in mathematics and science. Plans to improve other subjects are at an early stage. This means that pupils do not achieve well. Leaders should ensure that all subjects are equally well planned and taught so that pupils gain expected knowledge and skills. Leaders should make sure that all curriculum plans, for instance in computing and design and technology, set out what pupils are expected to learn and remember. Teaching needs to ensure that pupils confidently understand and recall the knowledge that they have learned.
- Sometimes, pupils with SEND do not get the support that they need to access the curriculum. This prevents pupils from learning the knowledge and skills that leaders expect. Leaders should ensure that the provision for pupils with SEND fully matches their needs and, in turn, helps pupils to overcome any barriers to learning.
- Trustees lack sufficient knowledge of the curriculum to support and challenge leaders effectively to improve the quality of education. Trustees need to develop a secure understanding of the curriculum and its impact on what pupils know and can remember.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	142713
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10200590
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	383
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rashid Dauda
<b>Headteacher</b>	Sharon Parson
<b>Website</b>	<a href="http://www.mayville.waltham.sch.uk">www.mayville.waltham.sch.uk</a>
<b>Date of previous inspection</b>	16 October 2018, under section 8 of the Education Act 2005

## Information about this school

- Mayville Primary School converted to an academy 2016 and joined the Urbis academy trust in 2019.
- The school uses no alternative provision.
- Since the previous inspection, the leadership of the school has changed. A new headteacher joined the school in February 2021. A new deputy and assistant headteacher and special educational needs coordinator (SENCo) joined the school in September 2021. There is also a new chair of trustees.

## Information about this inspection

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

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

- Inspectors met with the headteacher, deputy headteacher and assistant headteachers. They also met with the SENCo and carried out joint lesson visits. They met with representatives of the trustees and the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, PE, personal, social, health and economic education, science, modern foreign languages (French) and computing. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers and pupils and looked at samples of pupils' work. Inspectors also listened to pupils read to a familiar adult and visited reading and phonics lessons.
- Inspectors looked at curriculum plans and spoke to leaders about other subjects, including history, geography, and design and technology.
- Inspectors spoke to leaders and staff about safeguarding, including members of the safeguarding team. They also considered documentation about safeguarding arrangements.
- Inspectors considered responses by staff, pupils and parents to the Ofsted online questionnaires. Inspectors also observed pupils' behaviour and spoke to pupils to gather their views on school life.

### **Inspection team**

Phil Garnham, lead inspector

Her Majesty's Inspector

David Lloyd

Ofsted Inspector

Andrew Hook

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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