

Inspection of Mayville Primary School

Lincoln Street, London E11 4PZ

Inspection dates: 8 and 9 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Sharon Parson. This school is part of The Urbis Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sharon Parson, and overseen by a board of trustees, chaired by Rasheed Dauda.

What is it like to attend this school?

This is a school where pupils are expected to demonstrate the school's values of respect, honesty and care in all aspects of school life. Pupils behave well because they are taught how to behave. This starts in the Nursery, where children are taught to listen and follow routines. This positive culture continues through the school. Pupils achieve well across the curriculum.

Pupils enjoy coming to this school. They benefit from caring interactions with adults. Staff greet pupils warmly as they enter the school, which creates a positive start to the school day. Pupils explain that if they have a worry there is an adult who will listen to them. This means that they feel safe.

Pupils take pride in their leadership roles. For example, some pupils are 'playground friends', and they support younger pupils who might need someone to play with. Pupils in the 'eco council' spoke to parents and carers about the negative impact of leaving their car engines running, because these pupils want to look after their environment.

The school provides a range of clubs, including cricket, karate and netball club. These activities aim to help pupils to develop their talents and pursue their interests.

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

Reading is given priority here. Children are taught to read right from the start of Reception. This is because the school wants children to read without delay.

Pupils read with developing fluency and confidence. This is because books are carefully matched to the sounds and letters that pupils know. Adults have been well trained in early reading. Therefore, the sounds pupils need to know are taught in a logical order, using consistent approaches. Pupils are given frequent opportunities to recall previously learned sounds. Typically, adults check the sounds that pupils know. Pupils who may need extra support are given the help they need to keep up.

The school has designed a broad, well-sequenced curriculum. Leaders have thought about the important knowledge, skills and vocabulary that pupils need to know and when these should be learned each year. For example, in geography pupils in Year 5 explain how climate might determine a country's industry. They explain why growing pineapples in the United Kingdom might not be a sensible business decision because of the position of the United Kingdom in relation to the equator. This is because they have previously been taught about climate and tropical zones.

Teachers have secure subject knowledge. They explain concepts clearly and correct misconceptions so that pupils understand new content. For example, in Reception adults help children to recognise how shapes fit into spaces, using vocabulary such as 'manipulation' and 'rotation'. The school has appropriate plans in place to ensure

that a greater proportion of pupils at the end of Year 2 reach the expected standard in reading and mathematics.

The school is ambitious for pupils with special educational needs and/or disabilities (SEND) to achieve well. Pupils with SEND are effectively identified. Leaders seek advice and support from a range of external professionals to develop practice. However, sometimes pupils with SEND do not receive effective support to access the curriculum as well as they could. In addition, some strategies on individual support plans are not precise enough. This means that sometimes these pupils do not learn the knowledge and skills that the school expects them to, because adaptations do not fully meet pupil's individual needs.

Pupils display positive attitudes to their learning. This is because there are high expectations for behaviour across the school. The curriculum is not interrupted by inappropriate behaviour. Attendance remains a priority for the school. The school is taking appropriate action to ensure that the number of pupils who are persistently absent reduces so that attendance improves.

The school promotes pupils' personal development well from the early years through to Year 6. Pupils learn how to stay safe when using the internet. They are taught not to publish personal information online.

Pupils visit different places of worship and visiting speakers share their knowledge of other faiths with them. These experiences encourage pupils to understand and respect different beliefs and customs.

Trustees are ambitious for all pupils to achieve well. They have the necessary skills and knowledge to challenge leaders and ensure that the actions to make the school even better are having impact.

Staff value the range of initiatives the school has in place to support their well-being and manage their workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, pupils with SEND do not receive effective support to access the curriculum. In addition, strategies set out on some support plans are not precise enough. This means that adaptations and support are not fully matched to these pupils' needs and pupils do not learn the knowledge and skills that the school intends as well as they could. The school should ensure that support for pupils with SEND is effective and support plans precisely identify strategies to help pupils overcome barriers.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142713
Local authority	London Borough of Waltham Forest
Inspection number	10323419
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	341
Appropriate authority	Board of trustees
Chair of trust	Rasheed Dauda
CEO of the trust	Sharon Parson
Headteacher	Sharon Parson
Website	www.mayville.waltham.sch.uk
Dates of previous inspection	17 and 18 November 2021, under section 5 of the Education Act 2005

Information about this school

- Mayville Primary School is part of The Urbis Academy Trust, which consists of one school.
- The school runs a breakfast club and an after-school club.
- The school does not make use of any alternative provision.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- The inspectors held meetings with the senior leadership team to discuss school development.
- The inspectors met with representatives of the board of trustees and met with the school improvement partner.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a wide range of documents, including those related to pupils' personal development and behaviour and attendance. The inspectors also met with groups of staff and pupils to discuss these aspects of the school's work.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and religious education. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- The views of parents and staff were also considered, including through Ofsted's online surveys.

Inspection team

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