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6 November 2018

Miss Beverley Komorowska  
Interim Headteacher  
Mayville Primary School  
Lincoln Street  
London  
E11 4PZ

Dear Ms Komorowska

### **Short inspection of Mayville Primary School**

Following my visit to the school on 16 October 2018 with Rani Karim, Ofsted Inspector, 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 your predecessor school was judged to be good in November 2014.

Based on the evidence gathered during this short inspection, I have identified some priorities for improvement which I advise the school to address. In light of these priorities, the school's next inspection will be a full section 5 inspection. **There is no change to the school's current overall effectiveness grade of good as a result of this inspection.**

Since the last inspection, there have been several staffing changes, including to the school's leadership team. You were appointed as interim headteacher in September 2018. You appointed 10 new members of teaching staff in addition to two assistant headteachers who will start in January 2019.

Following your very recent appointment you have prioritised getting to know all aspects of the school. You have a very good understanding of the school's strengths and the priorities for improvement. You are determined for the school to continue its history of improving outcomes and improve further the quality of teaching and pupils' progress.

You have created a highly supportive and nurturing culture across the school. All adults are attentive to the needs of pupils and this can be seen in all classes. The new school team has settled in quickly and well because of your support and clear direction. There is a strong sense of community. You have addressed the changes in staffing well so that they have not affected the day-to-day running of the school.

You monitor how well pupils are taught and know the strengths and areas for development of your staff. You have taken steps to secure improvements in teaching. This includes a programme for partnering new and newly qualified staff

with experienced teachers for mentoring and support. While this is beginning to have an impact, further improvement is needed to secure consistently good teaching across the school. Teachers do not always challenge pupils well enough and some work is not matched to the abilities of the more able pupils.

### **Safeguarding is effective.**

There is a strong culture of keeping children safe within the school. Governors and leaders are extremely committed to the well-being of every child. They review how the school's safeguarding procedures work in practice and take action that is in the best interest of children. Governors' ambition is to provide highly effective care for all pupils. They seek advice from external agencies and act swiftly to make changes that keep children safe.

Training for staff and governors is comprehensive and effective. It has ensured that staff have an up-to-date awareness and understanding of safeguarding issues that include female genital mutilation and the duty to prevent pupils being drawn into situations that put them at risk of harm. As a result, all adults understand their safeguarding responsibilities well. Staff report that they are clearer about what to do if they are concerned about a pupil or the behaviour of a member of staff. They feel secure in the knowledge that concerns will be dealt with speedily and appropriately. Pupils reported that they feel safe because teachers look after them well. They have a good understanding of how to keep themselves safe. They say that bullying is very rare and when it does occur it is dealt with effectively and quickly by staff. Parents who responded to the online survey, Parent View, were of the opinion that the school keeps children safe.

### **Inspection findings**

- Leaders have identified the need to improve the achievement of more-able pupils in reading in key stage 2, as this was not as strong as in other subjects. All pupils enjoy reading and have access to a range of texts. They read for enjoyment and unaided at school and at home. Pupils are not always directed in such a way as to challenge or explicitly develop their reading skills through planned activities or adult support. Pupils do not always have access to texts that challenge them for their level. Strategies to address pupils' gaps in reading are not yet embedded. Although action plans are in place with appropriate strategies, these are not yet secure.
- Pupils in key stage 1 are developing good phonics knowledge through class and small-group teaching. They enjoy reading and phonics lessons. There is evidence that some pupils are using decoding skills in their reading to help them to be more fluent readers. Some pupils, however, find it difficult to apply their blending skills when reading texts. They do not demonstrate that they can read and understand texts independently. Strategies by leaders to address pupils' gaps in reading are recent and not yet embedded.
- Pupils behave well in lessons and around the school. They are polite and courteous to staff and visitors. They work well with their peers when working independently from adults. Pupils reported that behaviour at the school is

typically good and they are able to focus on their learning. They have positive attitudes to learning and enjoy taking an active part in lessons. Good support is provided for pupils who may find managing their own behaviour difficult. When classes or groups are being taught by adults other than the usual class teacher, there is no difference in the behaviour of pupils. Pupils' books show that they take pride in their work.

- Attendance of pupils has been improving over time and is now just above the national average. The school works well with parents and the education welfare officer to ensure that all pupils attend school regularly. Attendance of vulnerable pupils is monitored by staff and any patterns in poor attendance are followed up swiftly. Persistent absence has reduced considerably as a result of the school's actions. Where extenuating circumstances mean that a few pupils are unable to attend school, these instances are well recorded.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- tailored support is provided for new staff, including leaders, to ensure that they are able to carry out their roles and responsibilities effectively
- teaching, learning and assessment are consistently effective across the school
- teachers provide consistent challenge for the most able pupils to ensure that a higher proportion achieve greater depth in reading.

I am copying this letter to the chair of the board of trustees and the chief executive officer of the multi-academy trust, the regional schools commissioner and the director of children's services for London Borough of Waltham Forest. This letter will be published on the Ofsted website.

Yours sincerely

Karla Martin-Theodore  
**Ofsted Inspector**

### **Information about the inspection**

During the inspection, I met with you and members of the board of trustees. We observed teaching in classes together, spoke with pupils about their learning and looked at the work in their books. I talked to members of the pupil leadership team to gather their views about school and to determine whether they felt safe and what behaviour is like.

I reviewed the school's evaluation of its work, together with reports from external advisers. I took account of 23 responses to Ofsted's online questionnaire, Parent View, and the free-text responses from parents. I scrutinised the school's self-

evaluation document and looked at safeguarding, including evaluating the impact of the school's procedures and policies to keep pupils safe.