

# Mayflower Primary School

Upper North Street, Poplar, London E14 6DU

## Inspection dates

31 January–1 February 2017

|  |                    |
|--|--------------------|
| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
| Effectiveness of leadership and management   | <b>Outstanding</b> |
| Quality of teaching, learning and assessment | <b>Outstanding</b> |
| Personal development, behaviour and welfare  | <b>Outstanding</b> |
| Outcomes for pupils                          | <b>Outstanding</b> |
| Early years provision                        | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## Summary of key findings for parents and pupils

### This is an outstanding school

- The headteacher's strong, unruffled leadership encourages staff and pupils alike to excel. Leaders' steadfast determination to make a difference to pupils' life chances is the bedrock of the school's excellence.
- Leadership is dynamic and creative. Leaders at all levels use their skill, expertise and passion to ensure that everything the school does has maximum impact on pupils' achievements.
- The wide-ranging curriculum is rich and carefully planned. It is fun and inspires pupils to learn. Consequently, pupils achieve consistently high standards.
- Teaching meets the needs of pupils extremely well. It is meticulously planned and executed. As a result, pupils make outstanding progress with their learning.
- Teachers assess pupils' learning effectively. They know exactly what pupils need to learn and set work that stretches their thinking. Very occasionally, pupils are not given that last push to get them to the highest levels.
- Pupils make swift progress during their time at the school and reach high standards of achievement. Results in the Year 2 and Year 6 tests are consistently high year after year.
- Children get an exceptional start to their school career in Nursery and Reception classes. They make huge gains in their learning early on and are well prepared for Year 1.
- Pupils' behaviour and personal development are of the highest quality. They listen intently, persevere when work gets difficult and treat others with the utmost respect. Relationships are excellent.

## **Full report**

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

- Ensure that even more pupils have opportunities to tackle work at greater depth so that they can progress to the highest levels.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher's calm, measured and ethical leadership empowers everyone to do their best. This includes all who are part of the school, from pupils, teachers and support staff to those who work with the school to provide specialist help. Whoever you are, and whatever you do, Mayflower expects the highest standards of endeavour and humanity. As a result, this is a dynamic, exciting and rewarding school in which to work and learn.
- The headteacher has created a highly effective team of senior leaders. They complement each other most effectively, each having different skills and expertise that they bring to the team. As a result, the team has a very strong impact on the lives of pupils. For example, the school's approach to improving pupils' reading has been creative and innovative. This has been highly successful in developing pupils' reading habits and skills. Pupils tackle increasingly advanced books and have a real love of reading.
- Middle leaders are just as committed to the school's development and pupils' education. They, too, work together effectively to create teams that are skilled in getting the best from everyone. An especially strong aspect of middle leaders' work is the way they hold others to account by providing effective support where it is most needed. This ensures that there is a constant focus on how to improve provision to raise pupils' achievement even further.
- There are robust systems to identify areas for improvement. Senior leaders are not complacent and do not shy away from tackling weaknesses. They check that pupils are doing well and that teaching is making a difference to their learning. The school's assessment information is both detailed and easily accessible. It is used by senior leaders to identify where progress is not as good as it should be and by middle leaders to drive improvements. This ensures that there is a seamless link between the work of senior and middle leaders, and a consistent approach to improvement.
- Senior leaders, with the support of governors and middle leaders, have established effective strategies to improve pupils' achievements. These initiatives invariably derive from research, both in school and by nationally recognised education bodies. For example, the school's storytelling approach has been developed from work elsewhere on how talk aids learning. Other initiatives, such as the school's homework policy and the work to improve pupils' physical and communication skills, are based on what the school has found to work effectively. As a result, the school's efforts make a noticeable and sustained difference to pupils' outcomes.
- The rich curriculum is central to helping pupils reach high standards of achievement. The different subjects are connected by exciting and innovative topics and teaching emphasises these links effectively. This is highly successful and ensures that literacy and numeracy are built into the teaching of other subjects. For example, a mathematics lesson in Year 5 was based on the term's topic of the ancient Greeks.
- The curriculum is extended well by a wide range of after-school activities and visits. These include a well-attended breakfast club and sports after school, several of which were seen by inspectors. The school also has good links with external organisations

and individuals who support the school's work to develop pupils' personal skills. For example, the school gardener works with pupils to give them an understanding of growing vegetables and local artists visit to develop creativity. Links with the local secondary school are used to support pupils' move from Year 6 into Year 7.

- The school's use of additional funding is used creatively to support learning. This includes the pupil premium and funding for pupils who have special educational needs and/or disabilities. The school provides a range of different interventions from occupational therapy to reading recovery lessons. These have a strong impact on pupils' learning. For example, the occupational therapy for children in the early years and pupils in key stage 1 are helping to improve their physical skills successfully. Pupils' increased confidence in this area makes a noticeable difference to their achievement in other areas. Similarly, the reading recovery lessons are raising standards of reading successfully.
- The physical education (PE) and sport premium is also being used effectively. It is driving improvement in pupils' physical skills, for example through after-school clubs such as gymnastics. It is also having a positive impact on the school's aim to sustain pupils' physical development as they get older. As well as the after-school activities, specialist sports coaches help to develop teachers' PE skills by working with them in lessons. As a result, pupils get good-quality PE teaching.

## **Governance of the school**

- Governors have a secure handle on the school's performance and, despite the impending change in the chair of the governing body, understand its priorities for improvement. This is because they are given helpful information about pupils' achievements by senior leaders. Governors are also in touch with the school on a regular basis and this helps them to keep abreast with what is happening.
- The governors are good at challenging the school when appropriate but also understand that they need to provide support. They keep an appropriate balance between these two functions and this enables them to fulfil their statutory responsibilities effectively. For example, governors manage the school budget carefully, ensuring that they get value for money when they buy new equipment and in the way additional funding is used.

## **Safeguarding**

- The arrangements for safeguarding are effective. Senior leaders maintain detailed records of vulnerable pupils and the actions taken to support them. They follow up methodically those pupils who have been referred to the local authority's social services. As a result, pupils' safety and welfare are catered for thoroughly. Pupils are clear that they feel safe in school.
- Training for staff has been comprehensive, including up-to-date training for the headteacher and her senior team who lead the school's safeguarding work. The training has given leaders a secure understanding of safeguarding issues, including extremism and radicalisation. Teachers also have an assured understanding of, and are alert to, the signs of abuse. They know to whom to report their concerns and how to

deal with pupils' worries.

- Links with outside organisations such as social services are strong. The local authority's attendance and welfare adviser, and allocated social worker, work very closely with the school. As a result, concerns are picked up early and support provided as quickly as possible. These close links ensure that pupils are kept safe.

## Quality of teaching, learning and assessment

## Outstanding

- Pupils' learning is outstanding. This is because senior leaders, teachers and teaching assistants are determined to ensure that all pupils leave Mayflower with the best possible chance of future success.
- All adults have high expectations and use their expertise to get the most from pupils. Teachers apply their subject knowledge well to plan interesting, exciting and challenging work. They bring learning to life by choosing topics that motivate pupils and by linking these topics to the range of subjects taught over the year. Pupils' excitement is often palpable. For example, in a Year 3/4 lesson, pupils were animated when talking to the inspector about what they had learned on their trip to the Tower of London. Their descriptions of different torture techniques in Tudor times made for compulsive listening.
- Teachers use the school's assessment system effectively to evaluate pupils' progress. They have a clear understanding of where pupils are with their learning and use this to set challenging work that stretches their thinking. Teachers identify gaps in pupils' learning and quickly ensure that these are filled. Very occasionally, assessment is not used as effectively to give pupils that last push to get them to the highest levels, especially the most able pupils and the most able disadvantaged pupils.
- Teachers plan and prepare their lessons thoroughly and with care. They know their pupils well and set work that motivates them and supports those who may be struggling. To ensure that pupils are clear about what is expected, teachers give them very clear instructions. For example, in a Year 5 mathematics lesson the teacher provided precise guidelines and well-prepared resources for pupils to solve a problem about shapes. As a result, pupils were highly motivated and tackled their work with a sparkle in their eyes.
- Teachers work in partnership with other teachers and support staff most effectively to plan lessons, and discuss and share ideas. This creates a very positive climate for learning right across the school. Teachers have a clear focus on pupils' progress and speak eloquently of the way the school uses research to develop and refine its approaches to teaching and learning. Teachers are thoughtful and reflective, constantly developing and improving their practice. This ensures that pupils get high-quality teaching that is tailored closely to their needs and abilities.
- Literacy and numeracy are taught effectively. The school's successful work to improve reading has a strong impact on pupils' literacy skills across the range of subjects. For example, teachers use work in subjects such as history, geography and science to emphasise reading and writing. The range of books in the library has been broadened to include those that interest and motivate pupils well. In mathematics, word problems based on the half-termly theme reinforce these skills further. Work with numbers is

often integrated into other subjects. In a Year 3 class, for example, pupils were designing stained glass windows using shapes made from different colours of cellophane. Pupils were highly engaged and keen to show off their work.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. As one pupil noted, 'this is a very sophisticated school'.
- Pupils are confident and motivated, and have excellent attitudes to school. Senior leaders' commitment is to ensure that pupils are prepared well for secondary school, and through to further and higher education. This commitment to maximising pupils' life chances underpins the school's ethos and has a positive impact on academic and personal development.
- Relationships between pupils and with adults are extremely strong. Pupils are highly respectful of others, regardless of their background or ability and cooperate well with others. Such cooperation is a significant feature of lessons and pupils enjoy discussing ideas and working together a great deal. This is managed most effectively by teachers and has a noticeably positive impact on pupils' learning because it enables them to make mistakes without feeling vulnerable.
- Pupils' personal development is first-rate. This is because leaders ensure that everyone is included in its work and ensure that each pupil is supported to reach their potential. Pupils have a strong understanding of right and wrong. They are ready to help others and enjoy taking responsibility for tasks around the school. For example, the school ambassadors are currently working to redesign the playground so that it provides more opportunities for pupils to be active during break and lunchtimes.
- Pupils note that bullying is rare but have an unwavering confidence in their teachers' ability to deal with such incidents if they do occur. In discussions, pupils noted that there is next to no racist or homophobic bullying. They said they get lots of teaching about areas such as internet safety, cyber bullying and how to avoid gangs.

### Behaviour

- The behaviour of pupils is outstanding.
- Pupils are very well-mannered and polite. They conduct themselves around the school, and in lessons, faultlessly. There is little disruption in lessons and although pupils say that it does sometimes happen, inspectors were struck with the way pupils behaved responsibly and thoughtfully. It was noticeable that there were no raised voices from teachers and that learning proceeded without interruption.
- Attendance is strong and figures compare favourably with other schools. The attendance of pupils who have special educational needs and/or disabilities was relatively low last year but has since improved. This is because the pupils in question had specific medical issues which meant having to attend hospital appointments in

school time. Fixed-term exclusions are minimal.

## Outcomes for pupils

## Outstanding

- Pupils' achievements are outstanding. They make rapid progress from low starting points to reach standards that are above the national average by the end of Year 6. From the time they start school, pupils build and consolidate their learning consistently each year. As a result, they leave Mayflower ready for secondary school.
- Pupils achieved well in the 2016 tests and the proportion meeting the expected standard was above average. Achievement was especially strong in mathematics and writing, where more pupils reached the higher standard than in other schools. The results in reading were slightly lower but pupils still made good progress to reach average standards.
- The school's work to improve reading standards is having a positive effect on current pupils' achievements. While leaders recognise that there is still more to do, pupils enjoy reading a great deal. Increasingly, they are reading a wider variety of books and take pride in their achievements.
- The most able pupils, including the most able disadvantaged pupils, make rapid progress because they are given work that meets their needs effectively. Teachers are careful to set work that stretches and challenges pupils' thinking and ensure that they are moved on when they have mastered an idea.
- Disadvantaged pupils do better in mathematics and writing than other pupils nationally. In reading, the differences are reducing. The range of initiatives to boost pupils' achievements, and the support they get in class, ensure that their needs are met well. As a result, they make brisk progress.
- Outcomes for pupils who speak English as an additional language are similarly strong. This is partly because of the school's focus on reading but also due to the support pupils are given that enables them to develop their language skills quickly.
- Pupils who have special educational needs and/or disabilities, who do not have an education, health and care plan, do especially well and make strong progress with their learning. Leaders use the assessment system very effectively to identify pupils who need help with their learning and to provide well-designed support. Those with an education, health and care plan make at least expected progress.

## Early years provision

## Outstanding

- Excellent early years provision ensures that children make strong progress in the Nursery and Reception classes. Children are able to write independently and their progress in writing skills is clear from their books and assessments. This includes the most able children and those who are disadvantaged.
- The wide range of activities and resources has a significant impact on children's learning. High-quality outdoor provision has opportunities for children to develop their sensory, construction and physical skills effectively. The well-designed gardening area is used to provide a whole range of experiences from growing vegetables to developing

healthy life styles. In one lesson, children were learning how to use the plants they had grown to dye a piece of material.

- The strong climate for learning in the early years is highly stimulating. Daily writing and reading develops children's literacy skills effectively while work with numbers fosters their reasoning skills. As a result, children are well prepared for the more formal curriculum in Year 1.
- Children's emotional well-being and self-esteem are developed well. For example, the play therapy initiative, which is available across the school, has a positive impact and meets children's social and emotional needs effectively.
- Children's behaviour and attitudes are especially positive. They are highly motivated by their teachers and support staff who work effectively as a team to ensure that everyone is included and makes progress with their learning. Pupils who have special educational needs and/or disabilities are integrated well across the early years and make sure-footed progress.
- Children's work and activities are tracked comprehensively by the early years team of teachers and support staff. The use of information technology to share observations and assessments is especially effective because it enables staff to identify gaps in children's experiences quickly.
- Staff in the early years maintain close links with parents. For example, the school provides support to parents in how to help their children be ready for the Nursery class. This enables the school to identify those children who may require additional support before they start school.



## School details

|                         |               |
|-------------------------|---------------|
| Unique reference number | 100913        |
| Local authority         | Tower Hamlets |
| Inspection number       | 10023678      |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Maintained   |
| Age range of pupils                 | 3 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 384  |
| Appropriate authority               | The governing body   |
| Chair                               | Megan Hunter   |
| Headteacher                         | Dee Bleach   |
| Telephone number                    | 0207 987 2782  |
| Website                             | <a href="http://www.mayflower.towerhamlets.sch.uk">www.mayflower.towerhamlets.sch.uk</a>     |
| Email address                       | <a href="mailto:admin@mayflower.towerhamlets.sch.uk">admin@mayflower.towerhamlets.sch.uk</a> |
| Date of previous inspection         | 7—8 February 2013  |

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for free school meals is well above average.
- The proportion of pupils who speak English as an additional language is high.
- The proportion of pupils who have special educational needs and/or disabilities, and an education, health and care plan, is high.
- The school meets the current government floor standards.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed learning in each year group, including in the Nursery and Reception classes. These were jointly observed with school leaders.
- Inspectors looked at pupils' work across the range of subjects.
- Inspectors listened to pupils from Years 2 and 6 reading.
- Inspectors looked at behaviour at break and lunchtime.
- Discussions were held with senior leaders, governors, subject leaders and pupils.
- A range of documentation and policies were scrutinised which included the school's self-evaluation, records of pupils' behaviour and attendance, assessment information and the minutes of governing body meetings.
- Inspectors scrutinised records relating to the quality of teaching, and the school's website, including information about extra-curricular activities, trips and visits.
- Records, policies and procedures relating to safeguarding were reviewed.
- Inspectors took account of nine responses to Ofsted's online survey, Parent View, and three responses to the staff survey. They also looked at the school's parent survey in 2015, which had 344 responses.

## Inspection team

|                                 |                         |
|---------------------------------|-------------------------|
| Brian Oppenheim, lead inspector | Her Majesty's Inspector |
| David Bryant                    | Ofsted Inspector        |
| Tom Canning                     | Ofsted Inspector        |
| Neil Harvey                     | Ofsted Inspector        |

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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. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

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