

# Inspection of a school judged good for overall effectiveness before September 2024: Maybury Primary School

Maybury Road, Hull HU9 3LD

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Inspection dates:

25 and 26 February 2025

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Alison Grantham. The school is part of Humber Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rachel Wilkes, and overseen by a board of trustees, chaired by Graeme Brook.

## What is it like to attend this school?

Pupils thrive at this inclusive and welcoming school. Relationships between staff and pupils are highly respectful. Pupils feel safe because they know how much adults care about them. Each year, all pupils sign the school's charter. This shows their commitment to making the school a safe, supportive and caring place that is free from aggression.

Pupils at Maybury benefit from the ambitious curriculum they receive. Pupils quickly develop a love of language and books. Their vocabulary rapidly grows, and their word choices become more ambitious as they get older. The school has high expectations for all pupils' achievements. Pupils relish the challenges they are set.

Behaviour is exemplary. Classrooms are an oasis of calm where pupils work hard. Pupils' positive attitudes to their learning are reflected in the high-quality work they produce. Relationships between pupils are respectful. Older pupils, working as 'reading buddies', take pride in supporting younger children with their reading.

Pupils take their many roles and responsibilities seriously. Subject ambassadors meet regularly with adults to discuss improvements they would like to make to the curriculum. This helps them to become confident in expressing their views and opinions. Committed and enthusiastic staff broaden pupils' horizons through the many different clubs and experiences on offer.

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

The school has developed and embedded its curriculum with increasing depth since the last inspection. The curriculum is carefully sequenced to build on prior learning and prioritises the development of new vocabulary. These improvements have been highly impactful. Pupils acquire deep knowledge and skills across the curriculum and produce high quality work.

Leaders, including governors, regularly check the impact of the curriculum on pupils' learning. They know the school's strengths very well. Leaders at all levels are mindful of teachers' workload and consult with them before changes are made. Staff appreciate this. They feel part of a respected and valued team.

Staff have benefitted from the trust's teacher development programme. They have the skills and knowledge required to implement the curriculum effectively. Staff are skilled in checking for pupils' misunderstandings, and they quickly address them. Teachers provide high-quality feedback to pupils, which helps them to improve their work. In mathematics, learning from previous lessons is regularly revisited and recorded in pupils' books. This helps pupils to remember what they have been taught.

Teachers introduce pupils to new vocabulary thoughtfully. In science lessons, for example, pupils confidently use language such as solvent, solution and saturation during experiments. In the early years, staff model the language they want children to use and challenge children's thinking. The early years classrooms are vibrant places that are filled with opportunities for children to explore numbers and books. Carefully considered activities, such as taking pegs from the washing line, help to develop children's finger strength and make them ready to write.

The school prioritises reading. It expects and incentivises pupils to read regularly at home. Pupils enjoy the many different authors and books that their teachers introduce them to. Younger pupils benefit from high-quality phonics teaching. The books they read match the sounds they are taught. This helps them to quickly become fluent and confident readers. Extra help is given to pupils who need to catch up. Pupils accurately apply their phonics knowledge to their writing.

Pupils with special educational needs and/or disabilities (SEND) are quickly identified and supported by highly skilled staff. The school regularly reviews the support available to pupils with SEND to ensure it is appropriate. Pupils have access to the help they need during lessons. Pupils with SEND make strong progress through the curriculum. Pupils using 'The Hub' flourish under the care, guidance and support of specialist staff.

The school has worked effectively to improve the attendance of pupils who do not attend as regularly as they should. Working in partnership with parents and carers, the school helps pupils who struggle with their attendance to overcome the barriers they face.

Working creatively with multiple partners, the school's provision for pupils' personal development is exceptional. Pupils benefit from a rich and rewarding set of wider

curriculum experiences. Visits to London and a residential trip to Edinburgh grow pupils' confidence and awareness of life outside Hull. Pupils' talents and interests are developed through a range of extra-curricular activities, such as ballet and music. Pupils enjoy performing in the brass band and representing their school in competitions. Pupils have a well-developed understanding of British values. They demonstrate these values through the way they behave towards each other. Older pupils have an age-appropriate understanding of the many different types of families that exist today. The school's work with local universities helps raise pupils' aspirations. By the time pupils leave Maybury, they are equipped with the social skills and confidence they need to succeed in life.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in May 2015.

## **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 special educational needs and/or disabilities (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

<b>Unique reference number</b>	140246
<b>Local authority</b>	Kingston Upon Hull City Council
<b>Inspection number</b>	10346522
<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>	236
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Graeme Brook
<b>CEO of the trust</b>	Rachel Wilkes
<b>Headteacher</b>	Alison Grantham
<b>Website</b>	<a href="http://www.mayburyprimaryschool.co.uk">www.mayburyprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	25 April 2019, under section 8 of the Education Act 2005

## Information about this school

- The school joined Humber Education Trust in September 2017.
- The school does not use any alternative provision.
- Since the last inspection, the school has established a provision for pupils with SEND. This is known as The Hub.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector met with the headteacher, deputy headteacher and assistant headteacher. The inspector also met with a range of teaching and support staff to discuss workload and well-being.
- The inspector met with two trustees, including the chair of trustees, the CEO of the trust and the chair and vice chair of the local governing body.
- The inspector visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour in lessons and during lunchtime.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector gathered parents' views by speaking to a selection of parents at the start of the school day and considering responses to Ofsted's parent survey, Ofsted Parent View. The inspector also considered responses to Ofsted's staff survey.

### **Inspection team**

Chris Pearce, lead inspector

His Majesty's Inspector

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Piccadilly Gate  
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Manchester  
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