

Mayfield Church of England Primary School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 114512 |
| Local Authority | East Sussex |
| Inspection number | 378874 |
| Inspection dates | 3–4 November 2011 |
| Reporting inspector | Margaret Coussins |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|---|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 151 |
| Appropriate authority | The governing body |
| Chair | Roger Salwey |
| Headteacher | Sue Hooper |
| Date of previous school inspection | 9–10 July 2009 |
| School address | Fletching Street Mayfield East Sussex TN20 6TA |
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| Age group | 4–11 |
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Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons and six teachers. Meetings were held with the headteacher, other staff with leadership responsibilities, members of the governing body and pupils. Inspectors observed the school's work and looked at a range of documentation including the school's self-evaluation, the school development plan, pupils' progress records and the safeguarding policies and procedures. Questionnaires from 45 parents and carers were received and analysed along with those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively the school is sustaining pupils' improved outcomes in mathematics.
- How well the school is improving pupils' writing.
- How effectively marking and feedback give pupils clear information and guidance on how well they are doing and what they need to do to improve.
- The impact of the work of all leaders on school improvement.

Information about the school

Mayfield is smaller than the average-sized primary school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below average, as is the proportion with special educational needs and/or disabilities. The proportion with a statement of special educational needs, however, is just above average. These needs relate mainly to speech, language and communication difficulties. Provision is made for the Early Years Foundation Stage in a Reception class. The school has gained National Healthy Schools Status, an Activemark and an International Schools award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Mayfield is a good school. Pupils' good personal skills are underpinned and promoted by the outstanding care, guidance and support provided by all the staff. As a result, pupils feel safe and secure, and confident to talk to any member of staff should problems arise. Pupils are happy, polite, welcoming, articulate and friendly. They care for each other in this cohesive school community and enjoy coming to school, as shown by their above-average attendance. Pupils make good progress during their time in school and achieve well so that by the time they leave their attainment is above average.

Good teaching and a good curriculum promote pupils' good progress. Procedures for tracking progress are effective and enable leaders to identify individuals and groups for additional support. There are some good examples of marking and feedback that not only give pupils useful information on how to improve their work but also encourage them to reflect on and evaluate their own progress and learning. This good practice, however, is not evident in all classes.

The headteacher's good leadership, supported well by senior leaders, ensures high expectations. Self-evaluation is rigorous and clearly identifies strengths to build upon and areas for further improvement, and effective action is taken as a result of it. For example, the continuing focus on extending practical applications has led to sustained improvement in mathematics. Guided writing and a focus on developing pupils' writing skills by providing more opportunities for writing for real, meaningful purposes have motivated pupils to become more enthusiastic writers and improved their skills, particularly in Key Stage 2. The effective distribution of leadership roles has raised staff confidence and made them all more effective in tackling the school's improvement priorities. This demonstrates that there is good capacity for sustained improvement.

What does the school need to do to improve further?

- Encourage pupils to take responsibility for their own learning by:
 - ensuring that they consistently understand their targets for learning, how well they are doing and how they can improve their work
 - providing pupils with more opportunities to evaluate their own progress.

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Outcomes for individuals and groups of pupils

2

Children start school with levels of attainment that are generally as expected for their age and then make good progress. The quality of learning and progress for pupils with special educational needs and/or disabilities is also good because effective systems are in place to identify individual needs and they are supported well on a one-to-one basis or in small groups, often by skilled, well-trained teaching assistants. Pupils’ enjoyment, their positive attitudes, good behaviour and good interaction with each other make an important contribution to their good achievement. For example, Year 5 and 6 pupils thoroughly enjoyed developing and using persuasive language skills in debate in an English lesson. Their mature response and ability to respect and reflect on others’ opinions while putting forward their own well-considered views led to excellent progress. The opportunity to evaluate their success and how they could improve gave them a sense of responsibility for their own learning. Year 2 pupils wrote vivid descriptions after creating a firework dance in a physical education lesson. A group agreed with one pupil who said, ‘The dance helped us have lots of ideas.’ On occasion, however, some pupils remain passive for too long and do not make the progress of which they are capable.

Pupils enjoy their responsibilities and leadership roles around the school and take them seriously. They know their views are valued and they make a good contribution to the school. For example, the school council presented the main points of the revised school development plan to the rest of the school under the title, ‘What is our job in improving the school?’ Pupils take part in fundraising events for a range of charities and causes. They are particularly, and justifiably, proud of the work they do to raise funds for the education of a pupil in Kabubbu School in Uganda, which includes mini-enterprise projects for older pupils. They have a good understanding of how to stay fit and healthy, as reflected in the Healthy Schools and Activemark awards. Pupils’ spiritual, moral and social development is good but their awareness of other cultures within the United Kingdom is limited. Their good basic skills, including information and communication technology, and their good personal skills, prepare pupils well for the next stage of their education.

These are the grades for pupils’ outcomes

| | |
|--|----------|
| Pupils’ achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils’ attainment ¹ | 2 |
| The quality of pupils’ learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils’ behaviour | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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| | |
|---|----------|
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teachers and teaching assistants have excellent relationships with pupils and teaching mostly engages and motivates pupils well. There is a good pace to learning in most lessons, particularly where teachers encourage pupils to be resourceful and independent. In these lessons, pupils make good and sometimes outstanding progress, and learning is challenging and memorable for them. On a few occasions, teachers working with small groups in lessons, for example in guided writing sessions, do not give clear enough instructions to other pupils who are working independently. As a consequence, these pupils are not clear about their tasks or the purpose of their learning. Notable features of all lessons are the effective use of questioning by staff that extends pupils' thinking and learning, and the opportunities for pupils to share their ideas with 'talk partners'. Too many pupils, however, are not clear about how well they are doing or their targets for learning.

The good curriculum is enhanced by a wide range of enrichment opportunities, including clubs, visitors to school and trips. These activities very effectively broaden pupils' interests, experiences and skills. The partnership with a school in Uganda is providing a wealth of learning opportunities for pupils. The curriculum has been adapted to include a range of support programmes for learners with special educational needs and/or disabilities to ensure that they are fully included in all aspects of school life.

Strong teamwork across the school promotes the outstanding care, guidance and support offered to pupils and their families. One parent commented, 'I am delighted that my children are being educated in such a nurturing environment.' Excellent links with other agencies and well-targeted support ensures that all pupils integrate well and make good progress relative to their starting points. Transition procedures into the school, through the key stages and into Year 7, are very effective.

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These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher, senior leaders and managers, and the governing body all share a vision and have the drive and ambition to provide the best possible education for pupils. All staff effectively implement safeguarding procedures, which meet all requirements, across all aspects of the school's work to provide pupils with a good understanding of how to keep themselves safe. The inclusive ethos of the school and its clear, detailed policies ensure that all pupils have equal opportunities to learn and develop without fear of discrimination. As a result, all groups achieve well. The quality of teaching and learning is monitored through formal observations and regular checks on pupils' work and progress, and where weaknesses are observed, effective support is provided.

Governors have a clear view of the school's strengths and weaknesses and hold leaders and managers to account effectively. The governing body, working alongside the staff, has helped to establish a school development plan in which actions are clearly linked to success criteria. This was an area for improvement identified in the last inspection. Leaders have successfully involved the whole school and the local community in identifying the qualities of a 'Mayfield child' which are now promoted effectively in all aspects of the school's work.

Good partnerships with local schools and organisations are well established, enrich the curriculum and contribute well to pupils' well-being and learning opportunities. The school engages well with parents and carers and there are strong links with the local community. Pupils learn about life and culture in other countries, for example by learning French, and most notably through the links with Kabubbu School in Uganda that have helped the school to gain its International School award. Leaders are aware of the context of their own community and the need to reach out beyond it at a national level to widen pupils' horizons. There is a strong sense of shared responsibility and commitment among staff who are motivated by the increased levels of participation in monitoring, evaluation and school improvement. One member of staff commented, 'We are all working together, we are energised, purposeful and driven, and it has a huge impact on the children.'

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school’s engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children get a good start to school life in the Reception class. They clearly enjoy learning, settle well and are happy. Shortly before the inspection, the Reception class moved into a new, enlarged classroom with its own dedicated outdoor space. Although it is not yet fully equipped with an appropriate breadth and variety of resources, curriculum plans, good teaching and a good range of activities ensure that children’s needs are met well. Very good attention is paid to children’s welfare, and positive, trusting relationships between staff and children ensure that children feel safe and secure at all times. There are very effective induction procedures enabling good links with parents and carers and a smooth transition into school life. One parent wrote, ‘I am so pleased with how the school used the strong links with the pre-school to allow my child to integrate easily into the Reception class.’

When children start at school, their skills, knowledge and understanding are generally at the expected levels for their age, but often lower in communication, language and literacy. They make good progress and mostly reach the goals for their learning by the end of the Reception Year. They do particularly well in their personal, emotional and social development, but their writing skills remain below average by the time they move into Year 1. The school has correctly identified this, and by establishing the new classroom and outdoor space, is ensuring that there are more opportunities for independent writing activities. For example, children in the doctor’s surgery role-play area were happily writing down patients’ names as well as an imaginative range of ‘illnesses’ to be treated as part of their topic on ‘people who help us’. Children learn to take responsibility and develop independence, and they understand the importance of handwashing after visiting the toilet and before eating. They are eager to learn and experience new things, and staff are working to stimulate further children’s enquiring, curious minds in all areas of learning. Good leadership and management ensure a clear understanding of the strengths of the

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provision and the areas needing further development. The assessment of children’s progress is carried out thoroughly and regularly, and enables staff to keep track of where children are and to plan effectively for the next steps in their learning.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

A smaller than average proportion of parents and carers responded to the questionnaire. All of these agreed that their children enjoy school and the overwhelming majority felt that the school keeps children safe. A large majority responded positively to most aspects of the school’s work and inspection findings support these positive views. The main concern from a very small minority was how well the school helps parents and carers to support their children’s learning. During this inspection, inspectors found that the school provides a good range of strategies to help parents and carers support children’s learning.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mayfield Church of England Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 45 completed questionnaires by the end of the on-site inspection. In total, there are 151 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 29 | 64 | 16 | 36 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 29 | 64 | 15 | 33 | 0 | 0 | 1 | 2 |
| The school informs me about my child’s progress | 14 | 31 | 28 | 62 | 2 | 4 | 0 | 0 |
| My child is making enough progress at this school | 21 | 47 | 21 | 47 | 2 | 4 | 0 | 0 |
| The teaching is good at this school | 23 | 51 | 16 | 36 | 2 | 4 | 0 | 0 |
| The school helps me to support my child’s learning | 22 | 49 | 14 | 31 | 5 | 11 | 2 | 4 |
| The school helps my child to have a healthy lifestyle | 17 | 38 | 21 | 47 | 4 | 9 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 21 | 47 | 13 | 29 | 3 | 7 | 0 | 0 |
| The school meets my child’s particular needs | 19 | 42 | 23 | 51 | 2 | 4 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 13 | 29 | 28 | 62 | 2 | 4 | 0 | 0 |
| The school takes account of my suggestions and concerns | 15 | 33 | 20 | 44 | 3 | 7 | 1 | 2 |
| The school is led and managed effectively | 12 | 27 | 26 | 58 | 4 | 9 | 1 | 2 |
| Overall, I am happy with my child’s experience at this school | 21 | 47 | 18 | 40 | 3 | 7 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 October 2011

Dear Pupils

Inspection of Mayfield Church of England Primary School, Mayfield, TN20 6TA

Thank you very much for the welcome you gave us when we visited your school and for talking to us about your work. You are very polite and friendly, and we appreciated the way you helped us find out about your school. You are right to enjoy coming to Mayfield because it is a good school.

These are some of the things that really stood out.

- Your teachers teach you well. You work very hard and make good progress so that, by the time you leave, your skills in English and mathematics are above average. Well done for doing so well!
- Everybody in your school looks after you exceptionally well because they provide you with outstanding care, guidance and support.
- We were very impressed by how well you get on with each other in lessons and in the playground. You are very caring, and considerate of everyone.
- Your headteacher does a good job in running the school and she is helped well by all the other teachers with special responsibilities.

One of the things you told us in your questionnaires was that many of you were not clear about how well you are doing at school. We agree with you, and we have asked your teachers to help you to understand exactly how well you are doing, what your targets are and how you are going to achieve them.

All of you can help the school get even better by continuing to work hard and doing your best.

Yours sincerely

Margaret Coussins
Lead inspector

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