

# Mayfield Primary School

Warwick Road, Cambridge, CB4 3HN

**Inspection dates** 6-7 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. By the end of Year 6, standards in reading, writing and mathematics are well above average.
- Teaching is good. Teachers plan interesting tasks which motivate pupils to learn.
- Behaviour is good and pupils say they feel safe. The school is a happy place where everyone is included and valued. Care and safety are priorities.
- Leaders check regularly how well pupils are doing so that those falling behind quickly receive extra help.
- The school is improving because all leaders and governors are involved in moving it forward. They make sure that staff training links well to the needs of the school. As a result, pupils' achievement and the quality of teaching continue to improve.

### It is not yet an outstanding school because

- Teachers do not always give all pupils work that is well matched to their ability.
- There are inconsistencies in teachers' marking and the quality of pupils' work. Good examples that exist in the school are not sufficiently shared.
- Mathematics is not planned for enough in a range of subjects.
- Although a good start had been made, systems to improve the quality of teaching to outstanding are not yet fully established.

## Information about this inspection

- Inspectors observed 23 lessons, of which two were joint observations with the headteacher, and observed one assembly. Seventeen members of staff were seen teaching.
- Meetings were held with groups of pupils, members of the governing body, school leaders and staff, including those from the specially resourced provision for pupils with hearing impairment. . A British sign language (BSL) interpreter joined the inspection team for part of the inspection. Inspectors held discussions with a representative of the local authority and an improvement consultant.
- Inspectors spoke to pupils during lessons about their work, looked at their books and listened to them read.
- Inspectors took account of 57 responses to the online questionnaire (Parent View) and written responses from parents. Inspectors spoke to parents during the inspection.
- Inspectors analysed responses from 40 questionnaires completed by school staff.
- Inspectors observed the school's work, looked at progress and attendance information, improvement plans, systems to check the quality of teaching and documents relating to safeguarding.

## Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

Christopher Christofides

Additional Inspector

Kathleen Yates

Additional Inspector

# Full report

## Information about this school

- The school is much larger than the average-sized primary school.
- The majority of pupils are from White British or other White backgrounds.
- The proportion of pupils from minority ethnic groups is well above average as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The school's specially resourced provision for pupils with special educational needs currently supports 10 pupils with hearing impairment. Pupils attend from across the local authority and are integrated into the school's mainstream classes.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is below average.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- A privately run pre-school shares the school's site. This is subject to separate inspection as it is not managed by the governing body.
- Since the previous inspection, the school has experienced significant staff changes.
- The school holds the International Schools award.

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

- In order to raise achievement further, increase the proportion of outstanding teaching by:
  - making sure that work is always well matched to the full range of ability in the class
  - sharing the good examples already happening in the school so teachers have a consistent approach to marking and high expectations of the quality of pupils' work.
- Strengthen leadership and management by:
  - planning more opportunities for pupils to use mathematics in a range of subjects
  - making sure that systems to improve the quality of teaching focus on raising it to outstanding so all staff know how to improve.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Reception classes with wide-ranging abilities. In some cases, literacy, language and social skills are lower than those expected for their age. Children make good all-round gains and are well prepared for their learning in Year 1.
- By the end of Year 2, standards in reading, writing and mathematics are average and improving due to an increased focus on providing extra help for those who need it. Pupils do well in learning about letters and sounds (phonics) which helps them to read and write with confidence.
- Good progress continues throughout the school and accelerates in Year 6. By the time pupils leave, they reach well-above average standards in reading, writing and mathematics.
- The school's bid to raise standards in reading is paying off. Pupils enthuse about their reading. Many read at every opportunity and use a quiet reading area, the 'reading tent', during break times. They do books reviews and recommend books to others.
- Pupils write extensively and frequently. Stories often provide a starting point for writing. For example, during the inspection, pupils discussed a character's feeling and picked out examples of persuasive writing from a story before writing their own versions.
- Pupils add, subtract, multiply and divide competently and use their skills well in practical tasks. During the inspection, pupils in Year 4 worked out timetables using their knowledge of duration and time. Pupils carry out investigations and solve problems although opportunities for them to use mathematics in a range of subjects are limited.
- Disabled pupils and those who have special educational needs do well. They work towards precise targets that suit their individual needs. As a result, they develop confidence in their own abilities and successfully meet their goals.
- Pupils supported by the hearing centre are fully integrated into all classes and school activities. They develop well as independent learners because they benefit from expert adult help and a good range of resources. Leaders make sure these pupils are well prepared for the next stage of their education.
- Pupils from minority ethnic groups do as well as their peers because the school checks the progress of all groups of pupils regularly. Newcomers are made welcome and settle quickly. Those who join the school with little or no English make good progress. Pupils say they like the extra help they get to speak and read English fluently and they quickly acquire language skills.
- The school spends its pupil premium funding to best meet the needs of individual pupils. There were too few pupils known to be eligible for free school meals in 2012 to compare their attainment with that of their classmates without identifying individuals. However, the school's information shows that gaps in performance of individual pupils, in both English and mathematics, are closing year on year. As a result of the school's spending, increasing numbers of these pupils make good progress in line with their peers. The school recognises that helping these pupils to catch up with their classmates remains a priority.

## **The quality of teaching** is good

- Teachers make lessons interesting and often link learning to real life. For example, during the inspection, pupils in Year 6 prepared questions to pose to a visitor. Outstanding teaching extended pupils' thinking and stimulated their responses. Working together, pupils quickly devised useful questions to use in a real-life situation.
- Good teaching sets work that is well matched to the range of abilities in the class. As a result, pupils make good progress. Teachers have high expectations of what pupils should achieve by the end of lessons. They make sure pupils know what they are meant to learn and question well to check their understanding. Teachers maintain good pace and keep pupils on their toes.
- Teachers skilfully pick up any misconceptions pupils may have. They provide useful verbal feedback and set targets for pupils to work towards. The best examples of teachers' marking provide clear indication of how pupils can improve their work
- In the Reception classes, staff are experts in developing children's skills across all areas of learning. They make sure there is a balance between tasks children choose for themselves and those that are led by adults. They encourage children to take turns and share resources and become confident learners.
- Reading has a high profile throughout the school and staff share their enjoyment of books with pupils. Regular sessions to learn about letters and sounds and to read together, or with an adult, develop pupils' skills and promote confidence and enjoyment well.
- Teaching assistants and support staff make a major contribution to pupils' social and academic development. They work well with small groups or individuals to strengthen reading and mathematical skills. In lessons, they often work with disabled pupils or those with special educational needs, making sure they understand their learning and work towards their targets.
- Some inconsistencies in teaching exist. In some instances, the work is too easy or too hard which slows the amount of progress pupils make in their learning. Not enough attention is paid to ensuring pupils produce high quality, well-presented work. In some cases, marking does not sufficiently help pupils to know how to improve.

## **The behaviour and safety of pupils** are good

- Pupils are proud of their school and say they enjoy their learning. The very best behaviour occurs when pupils are fully and actively involved in their learning. Pupils value the help they get and have good relationships with staff. One pupil said, 'Teachers really care about us; they look out for us.' Good organisation, especially during lunchtimes, promotes safety and the best use of space in this large school.
  - Pupils behave well. They are attentive in lessons and value each other's contributions. They show tolerance towards those who find it difficult to behave well. One pupil commented 'We are very friendly and respect each other.' They understand each other's differences and take a keen interest in others in school and beyond, reflected in the International Schools award.
  - A very small minority of parents who completed the online questionnaire expressed concern over the effectiveness of the school's promotion of good behaviour and dealing with bullying. The inspection found that there are clear systems to promote good behaviour which are consistently
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used and understood by pupils. The school's logs show that those who find it difficult to behave well make marked improvement over time.

- Anti-bullying weeks and discussions about e-safety help pupils to deal with any concerns they may have. Pupils talk with maturity about different forms of bullying and recognise unsafe situations. They are confident the school deals with any issues that may arise. Incidents are very rare but are stringently recorded and followed up.
- Pupils willingly take on responsibility to help their school and others. They participate on the school council, become 'book buddies' and house captains, and work together as the 'news team'. They strive to do well and enjoy celebrating their achievements in music, sports and inter-school competitions.
- Attendance is above average and has improved since the previous inspection due to the school's concerted efforts, especially in helping parents to recognise the effect of poor attendance on their children's achievement. Very few pupils are late or stay away from school for long periods.

### **The leadership and management** are good

- Leaders' determination to improve the school has raised pupils' achievement and the quality of teaching since the previous inspection. The headteacher clearly knows what she wants the school to achieve and has built strong leadership teams. Leaders at all levels understand their roles and play their part in moving the school forward.
  - This good school now receives light-touch support from the local authority. The school continues to make good use of external help which, together with local authority support, has been instrumental in helping it to improve. Within the school, staff share ideas and teaching skills well with each other. Positive responses from questionnaires indicate staff feel well supported in their work.
  - Training for staff to improve their work is matched to the school's needs and links well to improvement plans. Performance is checked and targets set regularly. Although a good start has been made in sharing examples of outstanding teaching that exist in the school, methods to help staff know how to make their teaching outstanding are not yet fully established.
  - The school is highly committed to ensuring all are valued and included, whatever their backgrounds. Cultural diversity and achievements are celebrated. Discrimination of any kind is not tolerated. Leaders, including those in the Early Years Foundation Stage, make sure all have the chance to do equally well.
  - A good range of subjects is enhanced well by clubs, trips and visitors. Very good partnerships and expert help broaden pupils' experiences, allowing skills and talents to flourish. During the inspection, pupils worked on art projects for an end-of-term exhibition open to parents. Some were involved in science and mathematics challenges with other schools.
  - A very small minority of parents expressed dissatisfaction with the school's response to concerns and information they receive about their children's progress. The inspection found that leaders maintain good links with parents and respond to concerns that are raised. There are regular opportunities for parents to be updated on their children's progress. One parent commented, 'Communication with parents is excellent and the feeling of being regarded as an important part of our child's educational progress is strong.'
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■ **The governance of the school:**

- Governors are keen to hone their skills and continue to move the school forward. They use skills within their ranks well and maintain their expertise through relevant training. They know how well the school is doing and what it needs to do to improve. They analyse data about pupils' progress and ask questions if pupils are not doing well enough. Governors make decisions about staff training and set targets to improve teaching. They are fully aware of the link between good teaching and good achievement and understand how the school makes decisions about teachers' pay. They authorise spending, including the pupil premium, and check its effect on pupils' achievement. The governing body actively seeks the views of parents in order to evaluate and respond to concerns and opinions. Governors carry out their responsibilities well and ensure safeguarding arrangements meet requirements.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	110666
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	401141

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	393
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	James Denning
<b>Headteacher</b>	Jaspaul Hill
<b>Date of previous school inspection</b>	15 June 2010
<b>Telephone number</b>	01223 712127
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