

# Mayfield Primary School

Mayfield Road, Derker, Oldham, OL1 4LG

**Inspection dates** 10–11 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	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.

- Achievement in the school is good. By the end of Year 6, pupils reach standards that are at least in line with national averages. This represents good progress from their well-below average starting points.
- The progress made by disabled pupils and those who have special educational needs is good because of the well planned, thoughtful and interesting teaching and tailor made help that they receive.
- Teaching is always at least good. Pupils respond well to skilfully planned and interesting lessons. Both literacy and numeracy skills are taught well across all subjects.
- The pupil premium funding is used well to support the achievement of pupils who are entitled to it. As a result the gap in the standards reached between this group of pupils and others is narrowing.
- Behaviour is good. Pupils have consistently good attitudes to learning and they enjoy coming to school. They feel safe and attendance has improved so that it is in line with national expectations.
- Leaders and governors have a very clear understanding of the school's strengths and what still needs to be done to make further improvements. The school has an accurate view of its own performance and its focus on improving teaching has resulted in pupils doing better and reaching higher standards.

### It is not yet an outstanding school because

- In a small number of lessons, planning does not allow the most able to learn as much as they are capable of.
- Questioning is not always used well enough to help pupils develop and extend their understanding and check their own learning.
- There is still some inconsistency in the use of the school's marking, assessment and feedback policy.
- While leaders and teachers respond well to parental concerns, communication with parents is not as good as it could be.

## Information about this inspection

- Inspectors observed 14 part-lessons taught by 12 teachers.
- Inspectors carried out a number of shorter visits to assess pupils' work and learning and also visited assemblies and a music afternoon which was presented to parents.
- Meetings were held with pupils, senior leaders, subject leaders, members of the governing body and a local authority advisor.
- Inspectors looked at the school's documentation for gaining an accurate view of its own performance, and they scrutinised improvement plans, as well as a range of policies and assessment information. They also looked at pupils' work in books during lessons.
- The views of 13 parents were considered through the on-line questionnaire (Parent View). The views of 23 members of staff expressed through a staff questionnaire were also taken into account.

## Inspection team

Gary Kelly, Lead inspector

Additional Inspector

Paul Latham

Additional Inspector

## Full report

### Information about this school

- Mayfield Primary School is an average sized primary school. The majority of pupils are White British and speak English as their first language.
- The proportion of disabled pupils and those with special educational needs receiving support through school action is above average. However, those receiving support at school action plus and with a statement of special educational needs is below average.
- The proportion of pupils eligible for support through the pupil premium is well above average. (The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The school meets the government's current floor standards which set minimum expectations for pupils' attainment and progress in English and mathematics.
- The school provides a breakfast club and pre-school sport which is the responsibility of the governing body.

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

- Increase the amount of outstanding teaching to raise achievement further by ensuring that:
  - pupils have the opportunities to fully extend their knowledge and understanding, particularly the most able
  - all teachers develop strong questioning skills that enable pupils to check their own learning and improve quickly
  - all teachers use consistently good marking and guidance to inform pupils of their progress and what needs to be done to improve further.
- Ensure communication with parents is improved and in place so that all parents feel knowledgeable and confident about the work of the school including what the school is doing to improve achievement.

## Inspection judgements

### The achievement of pupils is good

- Achievement has improved because leaders, governors and teachers have been concerted in their drive to raise the quality of teaching and accelerate pupils' progress.
- Pupils enter the school with skills in literacy and numeracy which are well below national expectations. By the end of Year 6, they reach standards that are in line with, and in some cases above, national averages.
- In 2013, there has been a sharp improvement in pupils' achievement and current assessment information shows that this trend will continue.
- Teachers and senior leaders respond quickly when pupils under-achieve and take effective steps to ensure they get back on track quickly.
- Younger pupils make good progress in reading and communication because they benefit from structured lessons and tailor made support which help them to understand and use letters and the sounds they make to build words. They are encouraged to communicate with each other regularly and by the time they enter Key Stage 2 they have made good progress and are confident communicators.
- Pupils' speaking and listening skills improve because as soon as they arrive in the school, teachers encourage all pupils to take part in whole-class and group discussions.
- Pupils achieve less well in writing. However, because of the school's approach to improving literacy and numeracy skills, the latest assessment information shows a better picture here.
- Pupils' progress in mathematics is good. The school has put in place a range of imaginative activities including e-learning programmes, such as Maths in Motion, and the regular use of latest mobile technology equipment to stimulate pupils' interests and encourage them to apply their knowledge to real life scenarios. This helps them to see how important numeracy is in every-day life.
- The achievement and progress of disabled pupils and those who have special educational needs is good. This is because they are taught well by highly skilled teachers and by well qualified teaching assistants, both in class and in small groups.
- Pupils in receipt of pupil premium funding are now making good progress. Where necessary, these pupils are taught in smaller groups by specialists who plan interesting activities which inspire them to learn. In 2012, they were just over 3 terms behind other pupils in the school of the same age in both English and mathematics. The school's 2013 assessments information suggests they are catching up and this gap is narrowing. This reflects the school's commitment to ensuring every pupil has an equal opportunity.

### The quality of teaching is good

- Teaching at Mayfield Primary School is consistently good which is why pupils' achievement has risen in English and mathematics.
- Teachers and other adults apply their secure subject knowledge in developing activities that stimulate pupils' interests and make them keen to learn.
- Relationships between pupils, teachers and other adults are very good. Pupils are encouraged to work together and respect each other's views and opinions. As a result, the extensive opportunities for pupils to work together in small groups and as a whole class contribute to pupils' good progress. This was typified in a Year 6 mathematics lesson where pupils took it upon themselves to solve different aspects of a crime scene, deciding to work together or independently on the activities which in turn developed their skills in literacy as well as in numeracy.
- Teachers generally use assessment information to plan lessons which allow pupils to learn at a pace which suits most ability levels and so all pupils make good progress.

- However, in a small number of lessons, some pupils, particularly those who are most able, are not stretched enough to deepen their knowledge and understanding. Teachers in these lessons do not always use questioning to check pupils' learning and use the information to change activities and add to the degree of difficulty.
- In the best lessons, questioning and discussion are significant features and pupils are given opportunities to think and discuss their ideas with each other and with adults in the classroom. In these lessons, teachers check pupils' understanding and then put changes in place to further stretch pupils' understanding and progress.
- Teaching assistants and other adults are deployed very successfully. They are highly skilled and encourage pupils to engage fully and make progress in a manner which is sympathetic to their needs, particularly those pupils whose circumstances make them vulnerable. Teaching assistants work closely with teachers so they understand what they are expected to do in lessons and have a thorough knowledge of each pupil.
- There is a clear marking policy which enables pupils to understand what they have done well and how to improve their work. Pupils are given time to respond to teachers comments and learn from their mistakes. Pupils say that this is an important process in helping them to understand how to improve. However, this is not yet practiced by all teachers across the school.

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

- There is a very purposeful, peaceful atmosphere where pupils' respect each other and adults. Pupils and staff are very proud of their school which can be seen in the maintenance of high quality displays in classrooms and around the school building.
- Pupils told inspectors that they understand the behaviour policy and that whenever a problem occurs, it is dealt with effectively and quickly. In some lessons, pupils' behaviour is exemplary.
- Teachers and other adults are good role models. Sports leaders provide a range of opportunities for pupils to use their time at break and lunchtimes productively and in turn help pupils to develop their social skills. One example of this was seen during a cricket match at lunchtime where both boys and girls of all abilities played together happily and harmoniously.
- Pupils say they feel safe at school and that they all have someone to talk to if they are worried at all.
- Bullying at Mayfield Primary School is rare and when it does occur it is dealt with well. Parents believe that their children are safe at the school and that behaviour is generally managed well.
- A small number of pupils are occasionally excluded for a short period of time for poor behaviour. Although there has been a reduction in the use of this sanction, the school's latest information shows that this is still higher than the national average.
- The school has worked hard to improve attendance which is now average. Pupils arrive on time to school and are generally ready to learn. The school's 'breakfast club' provides a good start to the day for those pupils who attend.
- There is an active school council where pupils can discuss and implement any changes to the school they feel are necessary.

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

- Determined, yet sympathetic leadership from the headteacher, ably supported by his deputy, has navigated firm improvements being made at the school. There is a strong team of leaders, including governors and teachers, who are collectively committed to ensuring the school continues to improve. Staff at the school are overwhelmingly supportive of the school's leadership.
- Leaders know the school's strengths and areas for development. They have a very accurate view of themselves and use systems to ensure they have a precise knowledge of the quality of teaching and of pupils' achievement.

- As a result, they have clear plans for a small number of priorities which will have the greatest influence in improving pupils' learning.
- Consistently good teaching has resulted in improved achievement in the school. The aim to continually improve the quality of teaching has been embraced by all staff.
- Teachers' progression along the pay scale is linked to their individual performance and the progress pupils make and it is becoming more sharply aligned.
- The school has a rigorous approach to developing pupils' literacy and numeracy skills across all subjects of the curriculum. Leaders of key subjects including English and mathematics are successful in continuing to raise standards in their areas.
- The school's curriculum is an outstanding feature and ensures all pupils make good progress because it caters well for their individual needs. There is a range of creative and imaginative topics and subjects on offer across the school. During the inspection, pupils expressed their enthusiasm about the many interesting visits, theatrical, musical and sporting opportunities that the school provides for them. These, together with assemblies and after school clubs are carefully planned so that pupils' social, moral, spiritual and cultural development is at the forefront of the school's work.
- The co-ordination of support for pupils with special educational needs and disabilities is outstanding. These pupils are now making much better progress because of the high quality support and tailor-made learning packages that are in place.
- Although developing, the school has not yet established good communication and liaison with all parents.
- The schools independently commissioned support, alongside some additional support from the local authority, has supported the school's improvement effectively, particularly the improvement in the quality of teaching.
- **The governance of the school:**
  - Governance is good and continues to develop. Governors are very committed to the school and have a broad range of skills and experience. They recognise their changing role and are keen to continually develop their skills so they can continue to hold the school and its leaders to account. Governors have an intrinsic knowledge of the school's performance and areas for improvement. They are well informed because they regularly spend time in the school. Simple but effective headteacher reports keep governors well informed and they know where improvements are needed. Governors also have a thorough understanding about the school's use of the pupil premium and the effect it has on the progress of those who are entitled to it. Governors are at the forefront of developments to ensure staff progression along the pay scale is more closely linked to the achievement that their pupils make. Governors ensure the school's financial health and take a lead in all matters relating to safeguarding, ensuring the school meets its statutory duties.

## 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>	105639
<b>Local authority</b>	Oldham
<b>Inspection number</b>	412098

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Hardy
<b>Headteacher</b>	Andy Dunn
<b>Date of previous school inspection</b>	4 March 2009
<b>Telephone number</b>	0161 624 6425
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