

Lytham St Annes Mayfield Primary School

St Leonard's Road East, Lytham St Annes, Lancashire, FY8 2HQ

Inspection dates 21–22 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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 make good progress and achieve well throughout the school, especially in the Early Years Foundation Stage and Key Stage 1.
- Teaching and learning are good, and some teaching is outstanding. Teachers have high expectations of pupils and plan and deliver lessons that lead to good progress.
- Disabled pupils, those with special educational needs and pupils eligible for the pupil premium achieve as well as other pupils because work is planned to meet their needs and they receive good support.
- Behaviour is good. Pupils enjoy coming to school and are keen to learn. They say they are well looked after and feel safe in school.
- The headteacher, senior leaders and governors have a clear and accurate understanding of how well the school is doing and where it can be further improved. They have secured improvements to teaching and achievement.
- The curriculum engages pupils well in their learning and provides a range of opportunities to develop their knowledge, understanding and skills. It promotes their spiritual, moral, social and cultural development effectively.
- Parents are very supportive of the school.

It is not yet an outstanding school because

- Achievement in reading and mathematics is not as strong as in writing.
- Teaching is not yet outstanding. Teachers do not always ensure that all pupils, particularly the most-able pupils, are challenged to make the best possible progress.
- Teachers do not always ask questions that challenge pupils and deepen their understanding.
- Teachers do not always ensure that pupils respond to comments in their marking of pupils' work and suggestions for improvement.
- Teachers have too few opportunities to share outstanding practice across the school or to observe exemplary practice in other schools.

Information about this inspection

- Inspectors observed 23 lessons or part lessons, including one observed jointly with the headteacher.
- Meetings were held with school leaders and managers and with four governors, including the Vice-Chair of the Governing Body. Inspectors also met a representative from the local authority.
- Discussions were held with two groups of pupils and inspectors spoke informally to other pupils in lessons and during break and lunchtime.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 2 and Year 5 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents. These included data concerning pupils' current achievement, development plans and performance-management information. Inspectors also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the school adviser's reports were also considered.
- Inspectors took account of 38 responses to the online questionnaire (Parent View). They also considered 26 responses to the questionnaires completed by staff for the inspection.

Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Nina Heron

Additional Inspector

Pamela Davenport

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Pupils are taught in 12 classes from the Reception Year to Year 6, which includes some mixed-age classes.
- A very large majority of pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is above average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Raise achievement so that more pupils make even better progress by:
 - making sure that work is always matched closely to all pupils' needs and abilities, particularly for the most-able pupils, so that they are consistently challenged to reach the highest levels
 - raising pupils' standards and rates of progress in reading and mathematics so that they at least match those in writing.
- Improve the quality of teaching and learning so that it is always good or better and increase the proportion of outstanding teaching by:
 - making sure that teachers always ask probing questions that deepen pupils' understanding and extend their learning as well as reinforcing their knowledge
 - ensuring that teachers always check that pupils respond to the comments and suggestions for improvement in the marking of their work
 - sharing existing outstanding practice more widely across the school and providing more opportunities for teachers to observe outstanding teaching in other schools.

Inspection judgements

The achievement of pupils is good

- Children join the Early Years Foundation Stage with knowledge and skills that are broadly typical of those expected for their age. They make good progress during the Reception Year and are well prepared to join Year 1 with standards that are above the national average.
- Pupils make good progress during Key Stage 1. Standards at the end of Year 2 have risen steadily and are above average in reading and mathematics, and well-above average in writing.
- Pupils continue to make good progress during Key Stage 2. In 2013 there was a marked dip in pupils' achievement in the Year 6 test results due to issues related to the year group. Standards were below average in reading and mathematics, but well-above average in writing. However, this is not typical. Teacher assessments and external moderation shows that these pupils made good progress in all subjects during Years 5 and 6. Current Year 6 pupils are on course to maintain the higher standards in writing and to achieve much improved results in reading and mathematics this year, with more pupils making better than expected progress.
- Whilst the most-able pupils achieve well and make good progress, the proportion who make more than expected progress could be higher, especially in reading and mathematics.
- The school's detailed tracking information shows that pupils in all year groups, including those who are disabled or have special educational needs and those who are eligible for the pupil premium, are currently making good progress whatever their starting points. This is confirmed by inspection evidence and work in pupils' books.
- Pupils make good progress in reading. They read regularly and have a good knowledge of phonics (letters and the sounds they make). Whilst the proportion of pupils who reached the expected standard in the Year 1 national phonics check was below average in 2012 it improved strongly this year to around average.
- There has been a marked improvement in the quality of pupils' writing across the school because of better teaching, and standards are well-above average at both Key Stage 1 and Key Stage 2. Pupils have many opportunities to write in a range of styles in different subjects. As a result they are making good progress in all year groups.
- Pupils have secure basic skills in mathematics, and can apply and use these skills effectively to solve practical problems.
- Pupils known to be eligible for the pupil premium make faster progress than their peers because they receive small-group and individual support whenever it is needed. In national tests in 2013 the attainment of pupils known to be eligible for free school meals was around two terms behind other pupils in the school in reading, writing and mathematics, but this gap is closing.
- Disabled pupils and those with special educational needs learn as well as other pupils in the school because their needs are accurately identified. They are well supported and their achievement is closely monitored.

The quality of teaching is good

- Teaching is good throughout the school with some that is outstanding. This enables pupils to learn well. Teachers have high expectations and pupils made at least good progress in almost all of the lessons seen during the inspection. Work in pupils' books shows that teaching has been good over time and is improving.
- There are very good relationships between pupils and their teachers. Pupils say they enjoy lessons. They concentrate well and try to do their best.
- Teachers mostly have high expectations and plan work that is typically well matched to pupils' needs and abilities. In the best lessons pupils have opportunities to work independently or in groups to share and discuss ideas or to solve problems. In these lessons there is a range of activities that challenge all pupils to learn at a brisk pace and teachers use questioning skilfully to deepen pupils' understanding.

- For example, in a Reception/Year 1 lesson pupils were working continuously around an animal theme. The learning environment was very well structured to support independent learning and work was well matched to pupils' abilities. They worked well together developing their language and social skills. The teachers and teaching assistants intervened very effectively to encourage the pupils to extend their learning by asking them challenging questions. As a result the pupils enjoyed the lesson and made outstanding progress.
- In lessons where the pace of learning is slower, work is less well matched to pupils' different needs and abilities and teachers ask questions that only test and reinforce knowledge rather than deepen pupils' understanding. The most-able pupils in particular are not always given work which is challenging enough. In these lessons, pupils do not have enough opportunity to reach the highest levels and make the best possible progress.
- Pupils' books show a good quantity of work covering all subjects. Teachers mark pupils' work regularly and there is a good balance of praise and suggestions for improvement. However, teachers do not always check that pupils are responding to and following this advice.
- Teaching assistants work closely and effectively with teachers to support the learning of pupils who need extra help, including those who are eligible for pupil premium funding or who are disabled or have special educational needs.
- Almost all parents who responded to the Parent View survey thought that their child was well taught and was making good progress. Inspection evidence supports this view.

The behaviour and safety of pupils are good

- Behaviour throughout the school is good and at times outstanding. Evidence from behaviour logs and talking to pupils indicates that poor behaviour is rare, and that the good behaviour seen during the inspection is typical.
- Pupils have positive attitudes to school and are polite and courteous. They get on very well with each other and with their teachers. Pupils enjoy coming to school and are keen to learn. They behave well in lessons so that learning is not disrupted. Attendance has risen and is above average.
- Pupils say that they feel safe in school and are well looked after. They know how to keep themselves safe in different situations, including when using the internet. They have a good awareness of the different forms bullying can take, including cyber-bullying, but say that it is very rare in school. They are confident that the school would take bullying seriously and quickly deal with any issues should they arise.
- Occasionally, some pupils can display challenging behaviour, but this is rare and the school deals with it effectively when it occurs.
- Almost all parents who completed the Parent View survey thought that their children were safe and well looked after in school, and that behaviour was good. Inspection evidence confirms this view.

The leadership and management are good

- This is an improving school because school leaders are having a significant impact on raising the quality of teaching and achievement.
- The headteacher has a strong vision for the school and its future development. This is shared by staff, governors and parents and is demonstrated by the strong support for the school shown in the parent and staff questionnaires. There is a very positive atmosphere throughout the school.
- School leaders and managers, including governors, have a very clear understanding of the strengths of the school and where it needs to do better. The school development plan correctly identifies the key priorities for improvement and is clearly focused on further improving teaching and raising achievement. For example, leaders are aware that progress in reading and mathematics is not as strong as in writing and there are detailed plans to address this issue.

- Systems to monitor and check pupils' progress are used effectively to identify any underachievement. This is addressed by providing pupils with extra help when they need it. As a result all groups of pupils in the school are making good progress and any gaps in achievement are closing. This shows the school's successful commitment to equality of opportunity for all pupils.
- Information about pupils' progress is taken into account when making decisions about the pay of teachers and teaching assistants.
- There are effective systems to check the quality of teaching. These identify where further support is needed and contribute to teachers' professional development. Training, coaching and mentoring have improved the quality of teaching and this has led to rising achievement.
- Whilst teaching is good, it is not yet outstanding overall, and a small proportion requires improvement. There is outstanding teaching in the school, but there are too few opportunities for staff to share this best practice, or to observe outstanding teaching in other schools.
- The curriculum is well planned around a series of creative topics and provides a good range of learning opportunities for all pupils. It is enriched by a range of clubs, activities, trips and visits, including sport, drama and music. The curriculum promotes positive behaviour and makes a strong contribution to pupils' good spiritual, moral, social and cultural development.
- The new primary school sports funding is being used successfully to improve the quality of the teaching of physical education in the school and to broaden the range of sporting opportunities. Outside coaches and teachers have been brought in to teach lessons, run activities and train staff.
- The local authority has provided light touch but effective support for this improving school.
- **The governance of the school:**
 - Governors have a good understanding of how well the school is doing and where it needs to make further improvements. They have a clear overview of pupils' progress and the quality of teaching. They are very supportive of the school, but also challenge and hold it to account by asking searching questions and by setting challenging targets as part of the headteacher's performance management. They make sure that teachers' and pupils' performance is considered when making decisions about teachers' salary progression. They ensure that the school's finances are well managed and have a good knowledge of how pupil premium funding is spent and the impact it is having. They make sure that the school meets its statutory duties, including those related to safeguarding.

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

Unique reference number	119284
Local authority	Lancashire
Inspection number	426141

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	317
Appropriate authority	The governing body
Chair	Pauline Mortensen
Headteacher	Suzanne Fish
Date of previous school inspection	7 November 2011
Telephone number	01253 723465
Fax number	01253 723541
Email address	head@mayfield.lancs.sch.uk

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