

# Mayfield School

Wheeler Street, Birmingham, B19 2EP

**Inspection dates** 24–25 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2
Sixth form provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The leadership team has proven that it has the capacity to both sustain the school through a major flooding crisis, as well as continuing to drive the school forward.
- Leaders and managers at all levels, supported by the strong governing body, have a clear vision for the school which is shared by all staff.
- All tracking, monitoring and recording systems are effective and make sure that all senior leaders, subject leaders and governors have an accurate view of the school.
- The quality of teaching has been consistently raised from mainly satisfactory several years ago to consistently good or better over at least the past two years. This has raised progress rates for all groups of pupils.
- Senior leaders and managers take great care to meet the needs of each individual pupil. Specialist medical and other agency staff are always present and the school works as one with them.
- Progress rates have rapidly increased and the proportions of pupils making and exceeding expected progress from their starting points are good.
- The school checks the progress of individuals and groups very effectively.
- Behaviour across the school is outstanding with all pupils having a highly positive attitude to learning.
- The school's work to keep the pupils safe is good. All pupils and staff spoken to stated they feel safe.
- The progress children make in the early years is at least good and for many outstanding. This is due to good and at times outstanding teaching. Leadership of the early years is good.
- The sixth form provides a wide range of learning experiences and qualifications. This ensures that students are well prepared for their future lives.

### It is not yet an outstanding school because

- The senior leadership team cannot easily provide an overview of progress across the whole school. This is because a whole-school system of tracking pupils' progress is not yet secure.
- Teaching in Key Stages 3 and 4 and in the Post 16 provision is not as strong as that in Key Stages 1 and 2.
- The current 'key fob' system used to access some parts of the school creates a block on where pupils can freely move.

### Information about this inspection

- The inspection team observed lessons across the whole school, several of which were jointly observed with the acting headteacher and deputy headteacher. They also carried out a learning walk with the headteacher.
- There were too few responses to Parent View, the online questionnaire, for the inspectors to access this information. The team considered an emailed parental response as well as the 51 responses to the teachers' questionnaire.
- The inspection team held meetings with pupils, senior leaders, members of the governing body and with a representative of the local authority.
- Inspectors scrutinised a wide range of pupils' work, listened to pupils read and talked to pupils about their work and their attitudes to learning. The team also scrutinised a range of school documentation including the self-evaluation, the development plan, information relating to the progress and attainment of pupils, pupils' attendance and behaviour, and in relation to the school's work to keep pupils safe.

### Inspection team

Ronald Hall, Lead inspector	Additional Inspector
Jayne Clemence	Additional Inspector
Jeffery Plumb	Additional Inspector
Rowena Green	Additional Inspector

## Full report

### Information about this school

- This is a smaller than average sized school.
- There is currently an acting headteacher in post and several members of the leadership team have moved up into acting roles. The new headteacher will take up her post in January 2015.
- The early years is made up of mixed Nursery and Reception aged children.
- The majority of pupils are from a range of minority ethnic groups, with Asian pupils being the largest group. The proportion of pupils supported by the pupil premium funding, the additional funding provided to give extra support to those pupils known to be eligible for free school meals and those who are looked after, is well above average.
- The proportion of pupils who speak English as an additional language is well above average.
- All pupils have a statement of special educational needs.
- The school caters for a wide range of disabilities. The majority of pupils have severe or complex learning difficulties. An increasing number have autistic spectrum disorders and/or profound and multiple learning difficulties. Other pupils have a range of physical and or learning difficulties.
- The school provides provision at a separate site for students aged 19–25 in conjunction with the Youth Service, but this did not form part of this inspection.
- The school is normally based on two key sites, several miles apart. One is for the primary aged pupils and the other for the secondary aged pupils and post 16 students. This second site shares the same campus as Holte Secondary school and Lozells Junior and Infant School and Nursery.
- Currently the whole school is based at the senior site due to severe flood damage to its primary buildings. This has necessitated the youngest children being housed in three portable classrooms on the site and the other children being housed within the main building.

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

- Improve teaching in Key Stages 3 and 4 and the Post 16 provision by sharing the outstanding practice within Key Stages 1 and 2.
- Improve leadership and management by securing tracking and monitoring systems so that the senior leadership team has a clear understanding of pupil progress across the whole school.
- Ensure that the 'key fob' system used in the school is adapted so that it gives pupils sufficient freedom of movement.

## Inspection judgements

### The leadership and management are good

- The acting headteacher and her team of senior leaders and subject co-ordinators have the capacity for future improvement in the school. The recent flooding crisis of their primary site clearly demonstrates that the team work as an effective unit to ensure that no matter what, the school runs smoothly. With the good links provided by the local authority the senior leadership acted quickly to make sure the pupils were kept together and relocated onto one site. The portable classrooms were quickly established as temporary learning areas for the youngest children. Other pupils were effectively accommodated into the main secondary buildings.
- The senior leadership team and subject co-ordinators maintained their key roles throughout the crisis. Work towards developing a wider range of subjects, learning experiences and more engaging ways to present work, are well underway. Leaders and managers at all levels are fully accountable to the governing body who carefully monitor all aspects of the school. In turn senior leaders and subject co-ordinators carefully check their areas of responsibility, observe teaching, scrutinise work and information on pupil progress. This has resulted in a rapid improvement over the past two years especially in pupils' progress rates and levels of engagement.
- The acting headteacher and her leadership team have created effective individual tracking and monitoring systems. These make sure that teachers have a clear understanding of the needs and abilities of each pupil in their classes. This then allows them to carefully plan for each individual's needs and abilities.
- Senior leaders and managers have high expectations of all pupils, staff and of themselves. They set aspirational targets for each individual pupil and the school as a whole. This has resulted in a wider range of qualifications for older pupils and an increase in the attainment of pupils in reading, writing and mathematics. However, it is the rapid rate of progress in pupils' personal, social, physical, language and communication skills which has been a key focus for all leaders. Their success has improved pupils' engagement in learning and provided a wide range of life skills.
- The leadership and management of teaching are good due to careful checks and the management of teachers' performance. Training is well linked to their personal and professional development. This has steadily and consistently improved teaching over time. It has also resulted in the school supporting several staff in training to become teachers. Marking of pupils' work and verbal feedback to pupils is carefully monitored. Books are regularly scrutinised by all senior leaders and subject co-ordinators and standards seen cross-referenced with information of pupils' progress. This has resulted in teaching being at least consistently good and the national 'Teachers' Standards' being met.
- The senior leadership team has used the pupil premium funding effectively to provide specialist support for some groups of pupils and one-to-one adult support for pupils who require a more personal approach. They have also provided more resources for the teaching of phonics (letters and the sounds they represent), which has led to rapid improvements in the pupils' reading skills. The funding has assisted the senior leadership team in closing the gaps in attainment between pupils supported by the pupil premium and their peers in school.
- The primary sports funding has also been very carefully spent to provide specialist teaching. This has resulted in the skills of all teachers being improved and therefore, a widening of sporting and physical opportunities for the pupils. This in turn has given the pupils a good understanding of healthy living and how to stay fit.
- There are very positive links with parents through daily and weekly communications. The school supports families in coping with their child's special needs and in how they can support and maintain their learning at home. Regular workshops for parents are provided on a range of topics and these are well attended. Links with other schools and agencies are also strong, which has been particularly evident over the school's recent flooding, as they have all helped the school overcome its difficulties.
- All safeguarding and child protection procedures meet requirements and leaders have successfully eliminated discrimination and actively promote positive relationships.

- The senior leadership team has made some progress towards how the school will carry out assessment without levels but this is in the early stages of development.
- Leadership and management are not yet outstanding because the school's tracking, monitoring and assessment systems do not fully provide an overview of pupil progress across the whole school. Although the senior leadership team acted quickly to switch off and arrange for alternative systems, the 'key fob' system used in part of the school to access various areas, in its current form restricts pupils' freedom of movement.
- **The governance of the school:**
  - The governing body has undergone a challenging period, both with the flood and with a range of restructuring and change in its Chair. However, the change in Chair and the restructuring of committees were instigated by the governing body itself following a review of its work and how it carries out its duties. Governors have undergone regular training to make sure they have the skills to both challenge and support the school effectively. They carry out their statutory duties well and all safeguarding aspects meet requirements. They carefully monitor all aspects of the school and work closely with senior leaders and managers to ensure they have an accurate view of the school. They carefully monitor the extra funding the school receives and the effects it has on the pupils. Teachers do not receive pay rises unless their performance merits them.

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

- Pupils' behaviour across the school is outstanding and they have a highly positive attitude to learning. Pupils are polite, confident and interact with each other in a very friendly manner. The older, most able pupils have their break times with the mainstream secondary pupils and this has helped develop a strong bond between all the pupils.
- Although the 2013 national information on the school shows that attendance is lower than similar schools, this is due to a very small number of families whose children have severe medical needs. School information clearly shows that when these few pupils are removed from the overall attendance figures, attendance is above that seen nationally in similar schools who have similar medical issues.
- Exclusions have fallen and the number of behavioural issues has also steadily declined over time. Pupils spoken to stated they enjoyed school and that learning was fun.
- The work of the school to keep pupils safe and secure is good and all pupils and staff spoken to said they felt safe in school. While the buildings are secure, access to parts of the school is limited to a 'key fob' system, which prevents pupils going through these areas. The senior leadership team did react quickly to this issue and turned the system off. Leaders also provided the team with written evidence that the system would be modified to allow pupils free movement around the school.
- Pupils say that there is little or no bullying. They have a good basic understanding of how to stay safe on the internet and both inside and outside of the school. Staff provide excellent role models and build very positive relationships with the pupils.
- The promotion of the pupils' spiritual, moral, social and cultural development is a real strength of the school. The way in which the school uses its links with local community groups provides excellent opportunities for the pupils to experience a wide range of cultures and religions. There are close links with several schools in Ghana and South Africa.

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

- Given the recent upheaval in the school, teachers have worked hard to make sure that the pupils have settled into the new school year quickly and effectively.

- Teaching across the school has steadily improved due to the careful monitoring by senior leaders and subject co-ordinators. School information, supported by local authority and external moderation, shows that teaching is consistently good with an increasing proportion being outstanding.
- In Key Stage 1 and 2 there is a high proportion of outstanding teaching, which in turn has led to pupils' progress being increasingly outstanding from very low starting points. Teaching across the rest of the school is good and this has resulted in pupils' progress over time being at least good.
- Teachers provide pupils with good written and verbal feedback, which allows them to understand how to improve their work. A scrutiny of pupils' books and work around the school showed that progress for all groups of pupils was at least good and for some outstanding.
- The teaching of phonics across the school is a real strength, as teachers' skills in this area are very effective. As a result, pupils' reading skills have rapidly improved. This in turn allows them to build their skills in other subjects.
- Teachers plan effectively and use the information they have on their pupils' progress and attainment to make sure that work is well matched to the needs and abilities of each pupil. For example, in a Key Stage 3 and 4 class the development of their speech and language skills was excellent. Adults provided positive guidance in creating sentences, pronouncing words and understanding phrases. The questioning and discussion skills of the staff helped pupils to fully understand their work, how it related to their own lives and how they fitted into society in general.
- The development of the pupils' spiritual, moral, social and cultural awareness is planned into every lesson. These opportunities ensure that pupils have a good understanding of the diverse British society in which they live. During a mathematics lesson on numbers, pupils were also encouraged to socialise with each other as they worked. All the adults involved in the lesson reacted well to the views and comments of each pupil and this in turn was mirrored by the pupils themselves.
- Other adults who support learning are highly skilled in helping pupils develop their language and communication skills. They manage behaviour well and make sure the pupils' needs are fully met.

### **The achievement of pupils** is good

- Children join the school with skills and understanding well below those expected for their ages. The majority of the children join with no English and very low language and communication skills. Pupils make good and for some outstanding progress through the early years and Key Stages 1 and 2.
- Progress is especially rapid in the primary part of the school in the pupils' social, language and communication skills. Their physical development also accelerates as they move through the school. In Key Stages 3 and 4 and the Post 16 provision the pupils' life skills are a major focus. This develops the older pupils well for their future lives.
- Pupils who benefit from pupil premium funding make good progress in line with that of their peers in school. School information shows that these pupils leave the school with skills and knowledge only approximately a term behind that of their peers.
- Older pupils gain qualifications in a range of basic and life skills reaching entry levels 1, 2 and 3, a range of ASDAN awards and some work-related awards in aspects such as mechanics. Pupils also make good progress in their reading, writing and mathematical skills.
- The school uses a range of assessment and tracking systems to compare the progress the pupils make to that found nationally. The proportions of pupils making and exceeding expected progress are above average and school information, confirmed by the local authority, shows that this has improved rapidly over the past several years.

- Where appropriate pupils leave the school and move onto further education and/or vocational courses. The school's 19–25 provision offers further vocational and work-related opportunities for those students who need particular support.
- Tracking and assessment systems across the school provide detailed information on the progress of each individual pupil. The tracking of the various groups within the school is also analysed carefully and school information shows that all groups of pupils, regardless of their background or ethnicity, make good progress.

### **The early years provision**

**is good**

- Although the early years is currently housed in mobile classrooms and staff do not, as yet, have all the resources they need, the leadership team and other staff have created a warm and positive place to learn.
- Staff have helped the children settle into the school very quickly and without any fuss. They work closely with the families and make sure they have detailed information on the children and the skills they have before they enter the school. This allows them to plan for the children and so help them make good progress.
- The teaching of language and communication skills is a core part of the provision's work. Many children enter the school with no English and/or low language and communication skills. The teaching of phonics and development of language skills helps children make good and for some rapid progress in all subjects.
- The way in which the temporary classrooms and outdoor space available have been used, plus the careful planning and high quality teaching all show that leadership of the early years is good.
- The early years is not yet outstanding because not enough children are leaving the early provision with skills expected for their ages.

### **The sixth form provision**

**is good**

- The sixth form provision provides good preparation for the students' future lives. Teaching is good and makes sure that all students make good progress.
- The range of subjects taught is increasing and with them the range of qualifications the students can obtain. Basic and key life skills are at the forefront of their learning. In a mathematics lesson observed the teaching of numbers was well focused on how they related to the students' everyday lives. All the adults encouraged the students to consider where and how they would use numbers in their own lives.
- The school provides, where appropriate, a good range of work experience as well as college placements. The close links with the on-site secondary school allows the students to mix with their mainstream peers and this develops their life skills still further.
- Leadership and management of the sixth Form are good. The leadership team has ensured good quality teaching, careful tracking of students' progress and planning which ensures that each individual's needs are met.

## 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>	103619
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	447917

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

<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	3–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	252
<b>Of which, number on roll in sixth form</b>	32
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Penny Wagg
<b>Headteacher</b>	Joanna Cliffe (Acting Headteacher)
<b>Date of previous school inspection</b>	10 October 2011
<b>Telephone number</b>	0121 523 7321
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