

Mayfield School

Pedley Road, Dagenham, Essex RM8 1XE

Inspection dates

31 October–1 November 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders and their staff work together to maintain high expectations of all pupils. This leads to pupils' good behaviour and positive relationships. Students in the sixth form are polite and have positive relationships with staff.
- Leaders have been improving teaching through personalised, subject-specific support and whole-school professional development. This is having a positive impact on outcomes. Leaders are developing ways to monitor and evaluate the impact of their work on pupils' outcomes.
- Teaching is strong in a range of subjects and across the key stages. Pupils value the detailed guidance they are given, which helps them know what to improve, and how.
- Leaders have identified subjects where practices are too variable, and use coaching and training to support individual teachers.
- Pupils enjoy the range of opportunities on offer. They speak enthusiastically about how extra-curricular clubs motivate them to succeed.
- Special educational needs support is effective. Leaders monitor its impact, and understand how this ensures that learners make progress.
- Leaders, including governors, work well together to safeguard pupils. They enable disadvantaged pupils to make strong progress, and create an environment where pupils' well-being is a priority.
- Sixth-form provision is effective. Leaders constantly seek ways to improve the quality of teaching. This is in line with their ambitions for teaching to be outstanding. Leaders identified that students need to reach higher grades, and have supported teachers well through additional training.
- Leaders are committed to developing strong monitoring and evaluation practices. They use existing good practice to train leaders to maintain a constant focus on this important aspect of leadership.

Full report

What does the school need to do to improve further?

- Leaders should improve the effectiveness of the sixth form, by:
 - making sure that teachers use students' prior learning so that they work towards achieving higher grades.
- Leaders should improve the effectiveness of leadership and management, by:
 - ensuring that all leaders monitor and evaluate new approaches to teaching to check that pupils are well supported
 - working with subject leaders and new staff so that they are supported to meet senior leaders' high expectations.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have been successful in enabling pupils to make good progress. This means that disadvantaged pupils achieve well and make substantial progress. Pupils are challenged, and this makes a difference to how well they engage with their learning across subjects. Leaders' have high expectations of their pupils and work with all staff to seek ways to improve the quality of provision across the school.
- Governors' deep understanding of the school allows them to offer support to leaders and maintain high ambitions for staff and pupils. This has created a strong culture across the school, and its impact is seen in the progress pupils make, as well as the rich curriculum on offer.
- Leaders evaluate the impact of their monitoring and evaluation to identify ways to promote the school's strengths and improve teaching and learning. This means that identified training is meaningful, and is linked to subject and whole-school strategic priorities. Middle leaders speak confidently about how they are supported, and the difference it helps them to make towards pupils' learning.
- Leaders develop their staff to enable them to have a positive effect on pupils' learning and progress. They tackle underperformance swiftly and take difficult decisions to ensure that there is minimal impact on pupils' learning. The plans in place to improve mathematics and science provision are making a difference to progress and enjoyment of these subjects. Pupils spoke about the additional support they receive and could confidently explain what they have been learning.
- Pupils have a thorough understanding of British values. Pupils' social, moral, spiritual and cultural development is important to leaders. Leaders ensure that pupils have multiple opportunities, through the broad and balanced curriculum, to develop their interpersonal skills. Pupils spoke about the difference this makes to the way they treat and interact with others.
- Pupils and students in the sixth form spoke about how well supported they are by staff. They said that they appreciate the way leaders make them feel safe, telling us that, 'they even walk up to where the shops and buses are to make sure we make our way home safely'. Leaders have created a strong safeguarding culture. This was supported by parents' responses to Ofsted's online survey, using free-text, and Parent View. Governors also contribute to ensuring that pupils are kept safe by carrying out their statutory duties, and setting high expectations of leaders and school staff.
- Pupil premium funding is used effectively. Disadvantaged pupils make stronger progress than other pupils nationally. They are supported to develop socially and academically through additional interventions and extra-curricular activities.
- Leaders use funding for pupils with special educational needs and/or disabilities (SEND) to make a positive impact on their progress, socially and academically. Leaders' approach to monitoring the impact of their work has enabled many pupils to achieve well. Leaders identify the best resources and support to meet pupils' needs effectively.
- Leaders identify how to use the Year 7 literacy and numeracy catch-up funding so that it enables pupils to improve their reading and mathematical skills. Pupils are developing

an enjoyment of reading, and talk confidently about how they apply their literacy skills across subjects.

- Leaders identified standards in mathematics and science as a priority. To address this, they have supported teachers to develop the way they plan learning to meet the needs of high-prior-attaining pupils. Leaders check that teachers are providing sufficient challenge for all learners. Pupils' work over time demonstrates the positive impact of leaders' actions.

Governance of the school

- Governance is strong.
- Governors know the school's strengths and priorities, and use these to hold leaders to account and offer support and challenge
- Governors demonstrate their high expectations of staff, students and pupils through the way they engage with leaders.
- Governors are well trained and take a robust approach to creating a safeguarding culture across the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have developed a vigilant and strong safeguarding culture. Staff know their safeguarding duties, and follow statutory and school guidelines effectively. Staff use their training to enhance the learning community, and carry out their role in keeping pupils safe. Leaders use the curriculum to help pupils to know what risks they face and how to keep themselves safe in a range of situations. Leaders give information to parents and carers to support them in keeping their children safe, including online.
- Leaders' understanding about local and wider risks has enabled them to identify appropriate partnerships with external agencies. Pupils we spoke to have a good understanding of issues like female genital mutilation, peer-on-peer abuse, online safety and gangs. They understand the risks associated with extremism and radicalisation, as well as child sexual exploitation. A few pupils spoke about the theatre group that helped them appreciate the sexual exploitation risks associated with gangs, and other members of society.
- Leaders and staff are trained to carry out risk assessments so that pupils are safe when attending events or participating in school trips. Although staff have records of pupils' medical needs, they are in the process of updating these, as seen from their recent plans and discussions with first aid trained staff.

Quality of teaching, learning and assessment

Good

- Teaching across the school reflects leaders' ambitions for the development of a challenging curriculum that encourages pupils to learn and make progress. Leaders use professional development opportunities as a means to promote teachers' understanding about, for example, how to deal with misconceptions and deepen pupils'

knowledge. Teachers at different stages of their careers have strong subject knowledge.

- Pupils benefit from the guidance teachers give them, and use this to improve their work. Pupils are able to talk about their learning over time, and make links to their current learning. In subjects where teaching was strong, pupils were actively engaging with discussions. Through talking to pupils and work in books, it was clear that pupils were building on their prior learning. They confidently explained to inspectors that although some teachers were new they were using different tests to understand what pupils know and any gaps in their knowledge. Pupils felt that these regular checks also helped them understand how they were progressing, and what help they needed.
- Teaching over time enables pupils to make progress. Where it is not as strong as leaders expect, for example in mathematics and science, support is swiftly provided.
- Teachers make good use of a range of pupil assessment practices, in line with school guidance. This has led to strong progress by pupils, as is evident in the provisional 2018 GCSE results. Learning is well planned and creates opportunities for pupils to be challenged. There is still some variation across subjects, so leaders are working closely with some staff to help them improve. In books, pupils' work demonstrates that where questioning is strong and challenge is planned pupils make good progress.
- Leaders have identified the need to improve how writing is taught, so that pupils can apply the knowledge and skills they develop over time. Teachers create ways to increase opportunities for pupils to write at length, especially in humanities. Leaders want this to be as strong as it is in English, so that pupils learn how to confidently transfer their skills across a range of subjects.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders help pupils to find ways of becoming successful learners. This means that pupils' self-confidence is increased. For example, pupils speak thoughtfully about what they need to do to improve, and how they use staff feedback to develop their work and make decisions about their future.
- Pupils receive advice about careers and further and higher education. This helps them to choose their key stage 4 subject options with a degree of confidence. Some pupils' responses to the Ofsted survey indicate that they would value more information about apprenticeships and colleges. Pupils would also like to know what qualifications and experiences will help them to gain a job when they complete Year 11.
- Pupils' emotional and physical well-being is enhanced through a broad and balanced curriculum. The school draws on internal and external expertise to enable pupils to know how to keep physically and mentally healthy. Leaders have created a parent centre onsite. This is to enable parents and carers, including those who speak English as an additional language, to be supported to help their children's personal and academic development.
- Pupils say that when bullying happens, staff deal it with swiftly. They say that bullying

does not happen often, and that pupils at their school get along well together. Pupils are aware of different forms that bullying can take. Staff have found creative ways to help pupils and students understand how to keep themselves safe online, and when using different electronic devices.

Behaviour

- The behaviour of pupils is good.
- Around the school and in lessons, pupils conduct themselves well and contribute to a positive learning environment. Pupils are polite and respectful, enabling positive interactions with staff.
- Staff work together to promote high expectations of pupils' behaviour and conduct. Pupils appreciate this, and work diligently. There are strong and supportive relationships between staff and pupils.
- Pupils, on rare occasions, display behaviours that are not in line with the expectations. In these instances, the behaviour policy is adhered to. Pupils follow the school's rules well. Fixed-term and permanent exclusions are low. Leaders make use of internal exclusions and their better choices centre. This gives pupils a chance to reflect on their choices and make informed decisions about how to manage their own behaviours more positively. This aspect of school provision is particularly strong.
- Pupils, including those learning at alternative provision, have good attendance. Any pupil whose attendance is below expectations is quickly supported to improve their attendance. Leaders have reduced the level of persistent absence.

Outcomes for pupils

Good

- Pupils' progress is strong over time, across a full range of subjects. Disadvantaged pupils' attendance is improving, and they achieve well. These pupils make strong progress: it is above that of other pupils nationally. Pupils' progress is evident in their books and from their responses in class. Pupils demonstrate that they can build on their prior learning. This is also seen in the recent 2018 GCSE examination results.
- Pupils who attend alternative provision make good progress and achieve well. Their provision is appropriately matched to their needs and aspirations. Their attendance is strong and they are effectively supported by Mayfield School staff.
- Despite historical positive progress in mathematics and science, attainment is not as high as leaders expect. Based on their evaluations, leaders have made changes to how these subjects are led and managed. This means that teachers are supported to make rapid improvements. Work in pupils' and students' books reflects higher expectations and the increased level of challenge that teachers now provide.
- Pupils with SEND make strong progress. Leaders use pupil information to plan how to meet their needs. They check the progress that these pupils make, and adjust provision accordingly. Pupils who speak English as an additional language are also supported so that they achieve well. Leaders use additional adults effectively. These staff tailor support to meet individual needs. They ask probing questions that enable pupils to make connections to their learning and deepen their understanding.

- Leaders have developed a pathway system, so that all pupils' needs are addressed through the curriculum. The key stage 3 provision is broad and balanced and is designed to enable pupils to experience a wide range of subjects. Pupils are able to enjoy art and music, alongside more traditional subjects. They are taught well and can apply their skills and knowledge over time to new areas.
- Leaders find ways to engage with parents and carers. This helps pupils to receive the guidance they need when choosing option subjects. Only a small percentage of pupils are not in education, employment or training once they leave Mayfield School. This is as a result of leaders' work to create and implement a well-planned curriculum.
- High prior attainers and most-able learners, across the school and in science, are being supported to reach higher standards. This is because of leaders' actions to ensure that all teachers know how to raise standards for these two key groups. Work seen demonstrates that where learning is appropriately planned, most-able pupils perform well.
- Over time, there has been evidence that boys' progress and the challenge they receive have not been strong. This is based on leaders' own evaluations, as well as historical outcomes, when compared to the outcomes of girls. Leaders' strategies to improve this are making a positive difference. Current pupils are closing the gaps in their learning, and now achieve in line with teachers' high expectations of them. Work in books reflects how well boys achieve when learning is based on their needs, and questioning is used effectively to develop their initial responses. This was particularly, but not exclusively, noticeable in English and art in key stages 3 and 4.

16 to 19 study programmes

Good

- Teachers enable sixth-form students to make good progress. Leaders are determined to ensure that their actions enable students to gain higher grades. It was evident that in well-planned lessons students benefited from teachers' strong subject knowledge, and can tackle challenging concepts independently.
- Across a range of subjects, teachers use their knowledge of individual students to plan deep and rich learning experiences. This is not the case in all lessons. Leaders' evaluations of teaching have resulted in them putting in place appropriate support for some teachers. Recent evaluations demonstrate that this is helping to raise standards. Current students' work, and their diligent and mature approach to learning, positively reflects the impact of leaders' work.
- Students sometimes rely too heavily on teachers' prompting. It was evident that over time this reduces their ability to develop as independent learners. Some teachers have found creative ways to increase students' independence. For example, in art teachers devise self-reflection opportunities and offer feedback that gives students a choice about how to improve and evaluate their work. Students spoke confidently about how they had improved as a result of this approach. Students spoke thoughtfully about particular pieces they had created. They explained their artistic influences, what techniques they selected, and why, with confidence in their knowledge and skills.
- Leaders take swift action to address any issues that may impact negatively on students' attainment. Standards in books show improvement, in line with leaders' evaluations.

Strategies to improve the quality of teaching have been embraced by all teachers. The variations evident in recent examination results are being addressed successfully. However, leaders are adamant that they will continue their work to improve standards because they have high expectations of what their students can achieve.

- Leaders use their monitoring practices to identify strengths and areas to develop. This has led to personalised training for teachers and subject leaders.
- Students receive appropriate and independent careers guidance to make informed choices about their programmes of study. This means that students are engaged in and enjoy learning. Leaders swiftly address any underperformance.
- Students know how to keep themselves safe. They are made aware of the risks when using the internet, and the possible influences of groups or individuals who may have extremist views. Students have a mature attitude to their personal safety in and outside of school. They say that they feel safe and supported by staff at the school. They are clear about the dangers of radicalisation, as well as of gangs and peer-on-peer abuse.
- Leaders have created a sixth-form provision that promotes academic and social development. Mental health issues are explored openly, and students know where to seek help, should they need it.
- Students attend well, and are punctual to their lessons. Poor behaviour is rare.

School details

Unique reference number	102858
Local authority	Redbridge
Inspection number	10054358

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

Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,972
Of which, number on roll in 16 to 19 study programmes	313
Appropriate authority	The governing body
Chair	David Backhouse
Headteacher	Andy Rehling
Telephone number	020 8590 5211
Website	www.mayfieldschool.net
Email address	admin@mayfieldschool.net
Date of previous inspection	21 March 2018

Information about this school

- The school is a local authority maintained school.
- The school uses two alternative provisions, the Redbridge Alternative Provision and Barking and Dagenham College.
- This is a large inner city secondary school with a sixth form.

Information about this inspection

- Inspectors visited over 60 lessons, including part lessons, across all key stages and subjects. Many of these visits were conducted jointly with school leaders.
- Inspectors scrutinised work in pupils' and students' books and folders, and spoke to them about their learning.
- Inspectors had meetings with staff, including teachers and leaders at varying stages of their careers. Inspectors spoke with the local authority improvement adviser, as well as members of Mayfield's governing body.
- Inspectors viewed and discussed a range of school documentation, including documents relating to the work of governors. Inspectors reviewed school information relating to teaching and learning, professional development, the curriculum, progress, attainment and extra-curricular activities.
- Inspectors considered responses to the staff survey, pupil survey and parents' responses from free-text and Parent View.

Inspection team

Jennese Alozie, lead inspector	Ofsted Inspector
Bruce Goddard	Ofsted Inspector
Johanna Davey	Ofsted Inspector
David Boyle	Ofsted Inspector
James Whiting	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018