

Inspection of Lytham St Annes Mayfield Primary School

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

Inspection dates: 11 and 12 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

All staff take great pride in making classrooms and play areas exciting for pupils. As a result, pupils are happy and eager to come to school. They are keen to learn and to do their best.

Leaders make sure that pupils get off to a good start each day. Pupils are greeted warmly by welcoming staff.

Leaders have high expectations of pupils' behaviour. Pupils know what is expected of them. They know the benefits of making good choices throughout the day. Lessons and playtimes are calm and purposeful. Pupils enjoy earning rewards for their hard work and good behaviours.

Pupils told inspectors that staff deal with any bullying or name-calling quickly, so that it is not repeated. Relationships between the staff and pupils are strong. Pupils said that they can talk to adults openly about any worries they may have. This helps pupils feel safe.

Pupils said that they enjoy the many clubs and activities they can be part of, such as sports and art and design. Pupils have many opportunities to perform in the school theatre and in wider theatrical events locally. This helps them to become confident speakers.

The high expectations that leaders set for pupils' learning ensure that pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), are ready for their next steps in education.

What does the school do well and what does it need to do better?

Leaders have designed a broad and exciting curriculum. They have thought carefully about what they want pupils to learn and when they should learn it. In many subjects, new learning builds well on what pupils already know. For example, in mathematics, pupils in Year 3 learn how to find fractions of shapes before moving on to finding fractions of numbers. In these subjects, teachers use assessment systems well to check what pupils know and remember. Pupils achieve well in these subjects.

Pupils' learning is not as strong in some other subjects. Often, these subjects are led by new leaders, who have not had the chance to develop their own subject knowledge. This means that they are less able to support teachers in the delivery of the curriculum. The systems for checking on what pupils know and remember of their learning are less well developed in these subjects.

Children make a strong start to their education in the early years. The curriculum is well shaped to help children gain knowledge across all areas of learning. Staff plan

interesting activities to deliver the curriculum. For example, they develop children's early mathematical knowledge and language and communication skills very well.

Staff are well trained to deliver the phonics programme with confidence. This ensures that pupils learn new sounds in a logical order. Children in the early years and pupils in key stage 1 read books that closely match the sounds that they learn in class. This helps them to develop their confidence and fluency when reading. Teachers provide extra support quickly to help pupils to catch up. Pupils appreciate the access that they have to high-quality books in the classroom and in the library.

Pupils with SEND are fully included in all aspects of school life. Their needs are identified early, so that they receive the extra help and support that they need to access the same curriculum as their peers.

Pupils are considerate of one another in lessons and when they are playing outside. Learning is rarely disrupted by poor behaviour.

Leaders provide pupils with opportunities to develop a respect for people's differences. Through the curriculum, they learn about other faiths and cultures. Leaders encourage older pupils to take on responsibilities and become role models for younger pupils. Pupils learn how to act as responsible citizens and how to contribute to their community, for example, by taking part in charitable, fundraising efforts locally.

Governors are ambitious for the school to continue to improve. They are effective in holding leaders to account for the quality of education.

Teachers value the support that they receive from leaders. They said that they are proud to be part of the staff team at Mayfield Primary School.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding at the school. Leaders provide staff with regular updates. Staff understand how to spot signs of likely harm or neglect.

Leaders know the pupils and their families well. This helps them to provide appropriate advice and support to those families who need it most. Leaders' records indicate high levels of vigilance and determination to keep pupils safe from harm.

Pupils learn how to stay safe when they are using the internet or social media. Pupils also learn about other dangers. For example, the fire service and police talk to pupils regularly to help them understand risks outside of school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subject leaders have not had opportunities to develop their own subject-specific knowledge. This means that they are not well equipped to offer teachers the support that they need to deliver key subject knowledge effectively. Senior leaders should ensure that these subject leaders have the knowledge and skills to carry out their role effectively.
- In some subjects, the checks on pupils' learning do not provide teachers with a clear enough understanding of what pupils know and remember. This means that teachers are not able to plan learning that builds on what pupils already know and can do. Leaders should ensure that teachers are equipped with suitable assessment strategies that enable them to gauge how well pupils are learning the planned curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	119284
Local authority	Lancashire
Inspection number	10211685
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	277
Appropriate authority	The governing body
Chair of governing body	Mark Burge
Headteacher	Glyn Denton
Website	www.mayfield12.lancsngfl.ac.uk
Dates of previous inspection	7 and 8 March 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been appointed since the previous inspection.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher and members of the senior leadership team. Inspectors met with staff throughout the inspection.
- Inspectors spoke with pupils about their work and school life.
- Inspectors met with four members of the governing body, including the chair of governors. The lead inspector spoke with a representative of Lancashire local authority.

- Inspectors viewed a range of safeguarding documentation. They spoke with staff about their safeguarding knowledge.
- Inspectors made observations of pupils' behaviour at playtimes and during lessons. They spoke with staff about their workloads and how leaders considered their well-being.
- Inspectors spoke with parents and carers on the first day of the inspection. They considered the responses to Ofsted Parent View, including the free-text responses. Inspectors considered the responses to Ofsted's staff survey and Ofsted's pupil survey.
- Inspectors did deep dives in early reading, mathematics, history and computing. They spoke with teachers and subject leaders. They visited lessons, scrutinised pupils' work and spoke with pupils about their learning. The lead inspector observed children in the early years and pupils in key stages 1 and 2 read to trusted adults. Inspectors also considered curriculum plans in other subject areas.

Inspection team

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Ofsted Inspector

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