



Office for Standards  
in Education

## **Inspection Report**

### **MAYFIELD SCHOOL AND COLLEGE**

Unique Reference Number: 102858  
LEA: REDBRIDGE

Inspection Dates: 08 - 10 JUNE 2004  
Reporting Inspector: MARY RYAN HMI

Inspection carried out under section 10 of the School Inspections Act 1996, and was  
deemed section 12 (3) under the same act

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## INTRODUCTION

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Mayfield School and College and of the local education authority.

The inspection was carried out by four of Her Majesty's Inspectors and an independent lay inspector.

### Key for inspection grades:

Grade 1	Very good
Grade 2	Good
Grade 3	Adequate
Grade 4	Not adequate

### Description of the school

This is a large comprehensive school with 1392 students, of whom 202 are in the sixth form. The percentage of students known to be eligible for free school meals is above the national average. The percentage of students believed to speak English as an additional language is very high with just over 10% of students at an early stage of speaking English. 71 students have statements of special educational needs, including three students in the sixth form. On entry to the school students achieve standards that are below average, particularly in reading. The school has been awarded extended school status, to take effect from September 2004.

## **OVERALL EFFECTIVENESS OF THE SCHOOL**

Mayfield School and College is a good school, and has correctly identified its strengths and weaknesses. The momentum for change is infectious and pervades the school. The inclusive ethos is a strength, celebrating the diversity of both staff and students. Students' achievement is good overall; they make sound progress by the end of Year 9 and impressive progress by the end of Year 11. Their attitudes to learning and behaviour are good. Effective teaching in many areas of the school ensures they learn well. The school is strongly led and recent initiatives have already begun to make an impact. However, the quality of learning and teaching is not yet consistent across the school. The school provides good value for money.

**Grade: 2**

### **Effectiveness of the school's sixth form**

It was not possible to observe teaching and learning in the sixth form during the inspection, because the students were on examination study leave. The school could not provide inspectors with sufficient evidence of internal assessment of the quality of teaching and learning. Consequently, inspectors were unable to arrive at a secure judgement about standards in the sixth form or to confirm the school's self-evaluation.

**Grade: N/A**

### **Improvement since the last inspection**

It is six years since the school was last inspected. Improvements since then appear to have been limited. However, during the years following the last inspection the school lost considerable momentum and subsequently went through a period of instability. Since then, the school has made very good progress to address the issues that were raised at that time, making progress good overall.

**Grade: 2**

### **Capacity to improve**

The capacity of the school to improve is good. Senior managers have a clear sense of direction and there are clear plans to address remaining weaknesses and bring about further improvement. The large majority of staff and students in the school are positive about recent improvements and keen to play their part in building upon them.

**Grade: 2**

## **What the school should do to improve further**

In order to raise standards, the school should continue with its agenda to:

- improve the consistency of the quality of teaching and learning
- formalise procedures to monitor the quality of teaching and learning, the effective implementation of school plans, and the progress towards targets
- develop rigorous performance management systems for staff.

## **ACHIEVEMENT AND STANDARDS**

When the students enter the school, a quarter of them have special educational needs and nearly three-quarters have English as a second language. On entry, they are achieving standards that are below what might be expected, particularly in reading. Many students join the school after the start of Year 7. Progress during Years 7 to 9 is sound. Standards by the end of Year 9 are below national expectations in all subjects but compare favourably with those in similar schools. Recent initiatives, for example a stronger focus on improving reading skills, have the potential to increase the rate of progress and raise standards by the end of Year 9. It is in Years 10 and 11 that the school makes the most difference. By the time the students reach the end of Year 11 they are achieving standards that are in line with national expectations. Compared to those in similar schools, standards exceed expectations. The school has identified correctly the subjects where the students do not achieve as well as they should at GCSE as well as groups of students who underachieve. Students generally make very good progress indeed during Years 10 and 11.

**Grade: 2**

## **PERSONAL DEVELOPMENT**

Students' attitudes and their engagement with learning are good. Students have very positive views and say they enjoy school, find the work interesting and take pride in sharing their achievements with others. The majority of students attend regularly and attendance is in line with the national average. There are effective measures to promote good behaviour and staff implement them consistently. In order to maintain expected standards of behaviour a firm approach is adopted including the use of exclusion. The school has identified correctly variations in the level of exclusion across different groups. Students agree that school rules are fair and just.

Provision for students' spiritual, moral, social and cultural education is good. Students' moral and social values are well developed and this contributes to an ethos of mutual respect and trust. Relationships and racial harmony in the school are exceptionally strong. Students speak warmly about the school and feel that their views and ethnicity are valued: year councils provide important consultative links between the wider student body and the school management team. The leadership roles for students are developing well and elections are about to take place for a whole school council. Older students volunteer to act as mentors and buddies to help and support younger ones. The spiritual ethos of the school successfully encompasses all faiths and students have a very good appreciation and understanding of cultures other than their own.

**Grade: 2**

## **QUALITY OF PROVISION**

The last inspection report judged that teaching was unsatisfactory in Years 7 to 9 and good in Years 10 and 11. The school judges teaching to be good. Inspection evidence confirms that the quality of teaching has improved in Years 7 to 9 and is now good overall. Teachers manage behaviour well to promote a collaborative working environment in which students are keen to learn; they make good progress in lessons, which are well-planned and proceed at a brisk pace. Good use is made of a variety of strategies that reflect teachers' awareness of students' preferred learning styles. Creative use is made of teaching assistants who contribute positively to students' learning. Weaker teaching is characterised by lack of pace and variety, inadequate feedback and insufficient challenge for the most able students. The school regards assessment for learning as central to its drive to raise standards for all; examples were observed of self-assessment and peer marking being used well. However, the school's new assessment policy is not applied consistently. The frequency and quality of marking are too often inadequate. Not all students are clear about the level at which they are working and what they need to do to improve. The school is currently working on plans to overhaul the system of target-setting and thereby to engage students and their parents more closely in the monitoring of progress.

The curriculum is broad and meets the needs of most students well. The school does not meet in full the statutory requirements regarding collective worship and the teaching of religious education. In too many registration periods time is not used effectively. Additional opportunities are offered to gifted and talented students and support is given to those with special educational needs or who have English as an additional language. The linguistic skills of the many ethnic groups in the school are valued and developed. The range of courses on offer to students in Year 10 and above is being enlarged to meet the needs of those students who want more vocational options. The school makes good provision for extra-curricular activities, and takes full advantage of the opportunities on offer in the local community.

Since the previous inspection the school has continued to provide good pastoral support, care and guidance for its students. There is very good awareness of the needs of vulnerable students and effective support is in place to help them to learn and achieve their right to a healthy, fulfilling and rewarding life.

Staff know and understand their students well and are therefore able to promote an ethos that encourages them to work hard and achieve their best. The school embraces all faiths and cultures, thus ensuring that all students are able to participate in the widest possible curriculum and educational experience. Good advice is offered to students who feel well-supported in their options and career choices. The school has developed a good personal, social, health and citizenship education programme taught by a dedicated team. The students are encouraged to participate fully in the life and work of the school and the community it serves.

**Grade: 2**

## **LEADERSHIP AND MANAGEMENT**

Leadership by the headteacher is strong. He provides an aspirational vision for the school which energises staff and governors. The key priorities of teaching and learning, raising standards and the personal development of students drive all that the school does. The courageous decision to free-up teachers through encouraging experimentation and creativity has enabled staff to take ownership of initiatives, and has persuaded established staff to remain and new staff to apply for posts at the school.

The significant management restructuring during the last two years and the decision to reduce bureaucracy have engaged staff fully in the process of change. However, formal performance management systems are not yet embedded across the school. The school does not yet collect evidence systematically on the quality of teaching and learning or on progress in relation to school improvement targets. It relies too heavily on informal and anecdotal information. As a result, managers, other staff, governors and other stakeholders do not have access to secure information on whether actions identified in school plans are making a difference to students' achievement.

The school has made good staffing appointments and now has a strong leadership team, supported by a developing middle management team. Together, they create a significant force for change. Although many initiatives and appointments are recent, there is already early evidence of impact. Most staff understand and share ownership of the school's priorities for improvement. Their enthusiasm and excitement about teaching and learning are tangible. Inclusion is integral to the school's agenda and the involvement of key partners and parents is developing, through links with other institutions and organisations and through the increasing involvement of parents in their children's education. Resources are deployed effectively and the school has identified accurately the areas that need to improve. Although staffing is satisfactory overall, there is currently no bursar in post and this is adding considerably to the headteacher's workload. The governing body has taken difficult strategic decisions and is aware of the need to improve the way it monitors, evaluates and challenges the work of the school.

**Grade: 2**

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