



Mayfield Primary School

Inspection Report

Unique Reference Number 105639
LEA Oldham
Inspection number 277382
Inspection dates 15 May 2006 to 16 May 2006
Reporting inspector Mr James Kidd CfBT Lead Inspector

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

Type of school	Primary	School address	Mayfield Road
School category	Community		Derker
Age range of pupils	3 to 11		Oldham, Lancashire OL1 4LG
Gender of pupils	Mixed	Telephone number	0161 6246425
Number on roll	205	Fax number	0161 6246425
Appropriate authority	The governing body	Chair of governors	Mr B Mitchell
Date of previous inspection	5 June 2000	Headteacher	Mrs C Taylor

Age group	Inspection dates	Inspection number
3 to 11	15 May 2006 - 16 May 2006	277382

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Introduction

The inspection was carried out by two Additional Inspectors..

Description of the school

This is a smaller than average one-form entry school, situated close to the centre of Oldham. The percentage of pupils known to be eligible for free school meals is over twice the national average and the proportion who have learning difficulties and/or disabilities is above that usually found. Six pupils have statements of special educational need. Attainment on entry to the school is well below average. The majority of pupils are of white British heritage and there is a small number from minority ethnic groups. Mayfield Primary holds the Eco Schools bronze and silver awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Mayfield Primary is a good school with some outstanding features. These include an excellent curriculum, which meets the needs of all its pupils, and exceptional arrangements for their care, support and guidance. Pupils are treated with respect and are fully included in everything the school has to offer. Teachers listen closely to the views of their pupils and value the impressive contribution, through the Eco-School Council, for example, that pupils make to the life of the school.

Pupils make good progress and achieve well in the Foundation Stage. They achieve equally well from Years 1 to 6 and reach broadly average standards at the end of Year 6. Standards in writing are still not high enough but are beginning to rise because of the introduction of effective strategies. Pupils' personal development is good and their spiritual, moral, social and cultural development is outstanding: in particular, pupils have a keen awareness of their own and other cultures. Attendance is improving but despite the school's considerable efforts, it remains just below average. The quality of teaching and learning is good and the school tracks the progress of its pupils closely, intervening rapidly and effectively to tackle any evidence that they are not doing as well as they should.

Leadership and management are good. The headteacher leads by example and provides clear educational direction for staff and pupils. However, the impact of the work of subject coordinators on improving teaching and learning is not yet as strong as it should be. The school assesses its performance well and inspectors agree with most of its judgements, although occasionally it is too modest in its evaluation. It has improved well since the previous inspection, has good capacity to improve further and provides good value for money.

What the school should do to improve further

- Extend the range of strategies used to improve standards in writing.
- Strengthen the impact of the work of subject coordinators on the quality of teaching and learning.

Achievement and standards

Grade: 2

Standards are broadly average and achievement is good. Children enter school with well below average levels of prior attainment and with low speaking and listening skills. They progress well in the Foundation Stage, especially in their social and emotional development, and receive a strong basis upon which to develop their future learning. Pupils in Key Stages 1 and 2 make good progress and meet challenging whole-class and individual targets. By the end of Year 6, pupils' attainment in mathematics is above average and in science it is close to that expected nationally. Performance in English, particularly in writing, was a cause for concern in 2005 and ran counter to a four-year trend of rising attainment. However, standards are beginning

to improve as a result of the school's timely introduction of effective strategies to address this. There is no underachievement by any groups of pupils.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils behave well, have good attitudes to learning, show consideration for each other and are proud of their school. As one pupil declared, 'Our school is full of Mayfield Magic Moments!' The Eco-Council and 'Green Team', who suggest ways of helping the environment, have a high profile and are directly responsible for improvements to the attractive school site. The buddy system and the road safety officers are good examples of pupils actively promoting enjoyment, community spirit and safety for all. Pupils enjoy keeping healthy and take a full part in the many sporting and extra-curricular activities. The good gains they make overall in developing basic skills in literacy, numeracy and information and communication technology (ICT) form a good platform for their future economic well-being. The development of pupils' spiritual, moral, social and cultural development is outstanding. The 'Cultural Awareness Week' and the many projects to foster community spirit ensure that pupils have a keen awareness of their own and other cultures. Punctuality is good but attendance is slightly below average. It has improved steadily over recent years, thanks to effective strategies to promote it.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, with some outstanding practice. Teachers and teaching assistants treat their pupils with dignity and respect. Pupils respond positively and behave well as a result. In the best lessons, a Year 4 mathematics session for example, relationships are excellent, pupils are fully engaged and benefit from the use of talk partners with whom they can share their ideas. Similarly, learners in Years 5 and 6 thrive on the 'Drama into Writing' project and are fully aware of how role-play can improve their writing skills. The use of computer technology as a teaching and learning tool is outstanding. The school recognises that in some lessons they need to place more emphasis on extending the range of methods to promote speaking and listening in order for them to have a greater impact on pupils' writing skills.

Assessment was an area for development at the time of the previous inspection. It is now much improved and teachers track the progress of their pupils closely. As a result, any difficulties pupils are having are highlighted and the school intervenes quickly and effectively to address them.

Curriculum and other activities

Grade: 1

The school judges the curriculum to be good, but inspectors think it is outstanding. It meets all statutory requirements and there is an ideal balance between basic skills and the emphasis on creativity and imagination. There is a very strong emphasis on developing pupils' skills in English and mathematics and the Drama Into Writing project is an excellent feature. Excellence and enjoyment are promoted very well and teachers work hard to make sure that topics are covered in the ways that best suit pupils' needs and interests. Provision in ICT is outstanding and specialists visit the school each week to teach music and keyboard lessons. Another very valuable initiative is Spanish teaching for pupils in Years 4, 5 and 6.

Pupils with learning difficulties and/or disabilities are very well provided for and there is a clear and increasing focus on what is required to meet the needs of more able pupils. Every member of staff runs an extra-curricular activity at lunchtime or after school and pupils speak highly of the wide range of clubs they can attend.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding and better than the school judges them to be. The school values all its pupils and provides a safe, welcoming and stimulating environment for them. As one parent said, 'I feel privileged that my children attend Mayfield'. Vulnerable pupils are nurtured very well and the school has excellent links with outside agencies to further provide for their needs. Relationships with parents and carers are excellent and school surveys demonstrate a high degree of satisfaction with its work. The quality of display is superb and reflects the school's ethos of celebrating pupils' achievement in all its forms. Pupils with learning difficulties and/or disabilities are very well provided for by both teachers and the very effective team of teaching assistants, and this group of pupils make good progress as a result. Arrangements for child protection and health and safety are secure and rigorously applied. The assessment and marking of pupils' work is exemplary and pupils receive detailed advice on how they can improve their standards.

Leadership and management

Grade: 2

Leadership and management are good in both the main school and Foundation Stage and the school evaluates its performance well, albeit a little modestly. The leadership of the headteacher is outstanding and her impressive analytical skills are major factors in shaping the vision and direction of the school. She has a high profile presence and inspires those around her. She is ably supported by a highly skilled deputy headteacher and a dedicated team of staff. The school ethos strongly encourages pupils' proficiency in basic skills but also seeks to develop their creativity, imagination and enterprise, by the Drama into Writing project, for example. The quality of teaching and learning

is carefully monitored by the senior leadership team, and improvements in standards and achievement are vigorously pursued. As a result, pupils achieve well. The school recognises the need to take the next steps in extending the roles of subject coordinators to improve the quality of teaching and learning within their areas of responsibility.

The school is well resourced and maintained because of prudent financial management and the ingenuity of the headteacher in successfully raising additional funding. The recent additions to the early years outside areas and the considerable investment in ICT are typical examples. Governors are supportive and carry out their duties and responsibilities diligently. They are incisive critical friends and are prepared to challenge senior leadership when necessary.

The school serves its local community well, providing resources and space for local groups, and it enjoys the full confidence and support of parents. When the school's record of raising achievement is taken into account, it shows good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you all for allowing us to share some 'Mayfield Magic Moments' with you when we visited your school recently. You were very kind, polite and friendly to us and we would like to tell you what we think about your school.

What we like most

- Your school is a really good one and we know that you are very proud of it! You behave well, work hard in your lessons and look after each other.
- We are pleased that your school gives you so many chances to use your imagination and we know you enjoy drama and the musical activities you have.
- We believe that your school cares so much for you and think that the Eco-Council, Green Team and Buddies do a lot to help make your school what it is.
- We are delighted that you are taught well and that you make good progress in your lessons. We know, too, that you have many opportunities to join clubs at lunchtime and after school.
- We think your headteacher and deputy headteacher know how to make your school even better!

What we have asked your school to do now

- We would like you and your teachers to work hard together to improve your writing even more!
- We think your teachers could visit other classrooms too, to see how well everyone is learning.