



Mayfield Primary School

Inspection Report

Unique Reference Number 101877
Local Authority Ealing
Inspection number 286203
Inspection date 6 March 2007
Reporting inspector George Rayner

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

Type of school	Primary	School address	High Lane
School category	Community		Hanwell
Age range of pupils	3–11		London W7 3RT
Gender of pupils	Mixed	Telephone number	020 8575 9885
Number on roll (school)	352	Fax number	020 8813 1108
Appropriate authority	The governing body	Chair	Cllr Mr John Popham
		Headteacher	Mrs Belinda Ewart
Date of previous school inspection	15 April 2002		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This school is larger than most primary schools. Children enter the Foundation Stage with standards significantly below expectations, most notably in their understanding and use of language. An average proportion of pupils have learning difficulties and disabilities. Pupils' socio-economic circumstances are relatively disadvantaged overall, although there is considerable variation in their individual circumstances. The school has a culturally diverse intake of pupils of Black Caribbean, Black African, Indian, Pakistani, Arabic and Polish heritage. A higher than average proportion of pupils is at an early stage of learning English. The school has accreditation for Investors in People, Healthy Schools, Arts Mark and the FA Charter.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. It is determined to be a school where all pupils feel welcome and are happy. Its success in securing this is shown by pupils' outstanding personal development and well-being. The exceptional elements are those upon which the school's outstanding care procedures and curriculum have most impact. Pupils say emphatically that they enjoy school and show this by their high enthusiasm in joining in with all that it has to offer. Their willingness to live healthily and awareness of how to be safe are exceptional. Pupils contribute very well to making the school a caring, happy community, in which all of the diverse cultures and faiths are respected. Most pupils work very hard. A few are not always fully engaged by their work however, and some teachers do not always check to ensure that they are trying as hard as they should be. On these occasions, their progress slows.

Because of good teaching and learning, pupils achieve well and their standards are broadly average by the end of Year 6. Although the curriculum is outstanding, its full impact is not felt on pupils' achievement because teaching and learning are not of quite such a high quality. The school has worked effectively to improve the way in which writing is taught and this contributes to pupils' very good achievement and above average standards in English. It is aware that, while progress is good in mathematics, it is not as strong as in English. This is because pupils have not been given enough opportunities to develop their skills in solving mathematical problems. Teachers are improving the help that they give to pupils, but this is too recent to have yet had full impact. Good provision in the Foundation stage leads to good progress, particularly in children's social skills.

Leadership and management are good. The very good leadership of the headteacher provides a very clear direction for the school. This is shared by all staff. The school's strengths are recognised by the local authority and it makes a valuable contribution by supporting other schools in, for example, sharing creative ideas for the curriculum. The school is ambitious to be outstanding in all areas and has well-focused plans to secure the improvements in standards necessary for it to be so. Its track record shows that the school has a good capacity for further improvement.

What the school should do to improve further

- Raise mathematics standards by helping pupils to become better at using their skills to solve problems.
- Ensure that all pupils are always fully engaged by their work so that they achieve as well as they can.

Achievement and standards

Grade: 2

Pupils achieve well and reach broadly average standards by Year 6.

In the Foundation Stage, children make rapid progress in learning to work co-operatively together and to become independent in finding things out through exploring and playing. While at expected levels for their age in their social skills by the end of the Reception year, most of the current children started Year 1 below average in using language to express their ideas. Pupils make good progress in Years 1 and 2 and reach average standards in reading, writing and mathematics by the time they enter Year 3. They then maintain their standards at this improved level in the following years. Achievement is best in English, where it is very good and standards are on the threshold of being above average. Pupils learn to write competently and confidently in a range of forms. This was seen for example in work in which pupils used humour well when asked to write in an entertaining style. In carrying out such tasks, the work of the more able pupils is securely above average. While good, achievement is weaker in mathematics. Pupils learn mathematical skills well, but many find it more difficult to put these to use to solve problems. Because their needs are efficiently identified and they are effectively supported, pupils with learning difficulties and disabilities and those at an early stage of learning English make as good progress as their classmates.

Personal development and well-being

Grade: 1

Pupils eat and drink very sensibly, while knowing that a balanced diet can also include treats. They are very active and think that one of the best things about the school is the quality of the play equipment that encourages them to be energetic. Pupils know why rules are important to ensure safety. They are proud that the school council helped to draw up the school rules. Pupils' extremely good contribution to school life is partly through such roles as school councillors and as 'buddies' to care for younger children. It is equally through their everyday contribution to the harmonious and caring community. These opportunities, combined with basic skills in literacy, numeracy and information and communication technology (ICT) prepare pupils well for later life. Pupils develop outstanding spiritual, moral, social and cultural awareness. They show high respect for each other and for the diverse cultures that are represented in their school. The behaviour of most pupils is excellent. Pupils report that a small number of their classmates misbehave at times. Just a few do not always work as hard as they possibly could. Although the attendance rate is affected by families taking holidays in term-time, it matches that in most schools. In the Foundation Stage pupils make very good social progress because they respond very well to the clear guidance on how to cooperate with others and become good learners.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers plan a variety of interesting activities that succeed well in motivating most pupils. In the Foundation Stage the adults plan a

stimulating and varied range of activities that ensure that all children are encouraged to work independently and eagerly. Teachers use assessment well to plan work that is well matched to pupils' needs so that the great majority make good progress. They use marking well to encourage pupils and give good guidance on how they can improve their work. They often ask pupils to evaluate how well they have coped with their own work. One pupil said, 'This helps us to see what we have to do to get better and we know the teachers will always give us more help if we need it.' Teachers use paired and group work well to encourage pupils to share their ideas. Occasionally this is not as effective as it could be when some teachers do not monitor all pupils to ensure that they are working productively. The school is aware that, while teaching helps pupils well in developing their mathematical skills, it has not been effective enough in providing opportunities for them to use these to solve mathematical problems.

Curriculum and other activities

Grade: 1

The school provides an outstanding curriculum. As a result, pupils benefit from a varied and exciting range of activities that meet their needs very well. For example, those who are less confident in using English benefit greatly from role-play activities. These help them to develop and organize their ideas for writing activities and contribute to the very good achievement in English. Pupils have many opportunities to make connections between different subjects, writing for different purposes and styles in history and science, for example. Pupils enjoy the theme days and talked enthusiastically about a recent art week with a visiting artist. The curriculum provides very well for pupils' social and personal development. This is through engaging activities that they hugely enjoy and an excellent programme of personal, social, emotional and health education. The good computer provision is further enhanced by an extensive range of additional equipment such as electronic microscopes and digital cameras. Pupils particularly enjoy using the school's website and say that this often encourages them to do extra work at home. Outstanding enrichment includes an extensive and varied range of clubs. The popularity of these is shown by most being full to capacity.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Care procedures are very clear and conscientiously carried out. All pupils know who to turn to if they need help and are confident that they can rely on the adults to provide this with absolute commitment. As a result pupils are very happy and feel very secure. The school is very conscious of the particular care needs of its pupils and provides very well for these. This includes specialist welfare and play-therapy staff and bilingual teaching assistants. The school's excellent links with outside agencies ensure further high quality support for any pupils who need this. Procedures for academic guidance and support are very good. The school keeps very careful records of each pupil's progress, which are accessible to all staff. They are regularly reviewed and extra help is quickly given to any pupil who needs this.

Leadership and management

Grade: 2

Those in senior and middle levels of leadership work together well to pursue the school's aims. Procedures for monitoring teaching and learning are systematic and involve senior and middle managers, with support from local authority advisers. Self evaluation has given the school an accurate view of its quality and performance in most respects. Although it has overestimated these in a few, this has not created any complacency and the school knows what it needs to do to become even better. It acknowledges that there is more to do to raise achievement in mathematics and to ensure that teachers keep all pupils on task. Since the last inspection, the school has succeeded well in addressing key issues, including improving pupils' opportunities to write for a range of purposes across the curriculum. It has also improved other important areas. This includes ICT resources and planning to ensure these effectively contribute to pupils' learning. Governors are well informed, support the school well and challenge it when necessary. Some have joined the governing body fairly recently and they are working well to increase their skills and confidence in fulfilling their roles.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me to your school recently. I enjoyed meeting you and I am grateful for the help you gave by talking to me and letting me look at your work.

I was able to see that yours is a good school and some things about it are very good indeed. You succeed well in your work. You achieve especially well in English and become good writers. You can choose just the right style for each task. I saw this in some work where Year 6 pupils were asked to write in an entertaining style. You used humour very well to do this. You are not quite as good at mathematics. You develop your skills well, but sometimes find it difficult to use these to solve problems. I have asked the teachers to give you more chances to practise doing this.

One reason that you do well is that your teachers are good at giving you interesting things to do and making sure that your work is just right for you. Because of this, you all do well, even though some of you find it harder to learn than others. Most of you help your teachers a lot by being willing to work hard. Just a few of you do not try as hard as you could all the time though. When this happens you do not learn as well as you could. I have asked the teachers to make sure that they check carefully that everybody is working hard. You can help by making sure that you always do your very best.

Some of you told me that you really enjoy school. I could see this by how well you join in with things. You show how much you enjoy the clubs by making sure that most of them are as full as they could be. I was very impressed by how well you live healthy lives. You know why it is important to eat and drink sensibly and take exercise and I could see that you are also very good at doing these things. You are very well cared for and you help a lot by caring for each other so well. I could see that you are like a happy family where everybody feels safe and welcome.

The headteacher and her staff work very hard to make the school as good as it could be. They know what to do to make it even better. They are very proud of you and know that you will continue to help them. Well done to you all and very best wishes for the future.

George Rayner
Lead Inspector