

# Mayfield Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105639
<b>Local Authority</b>	Oldham
<b>Inspection number</b>	324246
<b>Inspection dates</b>	4–5 March 2009
<b>Reporting inspector</b>	Terry McDermott

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	204
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr B Mitchell
<b>Headteacher</b>	Mrs C Taylor
<b>Date of previous school inspection</b>	15 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Mayfield Road Derker Oldham Lancashire OL1 4LG
<b>Telephone number</b>	0161 6246425
<b>Fax number</b>	0161 6246425

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	4–5 March 2009
<b>Inspection number</b>	324246

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized school serves an area of significant social and economic disadvantage. The school has an Early Years Foundation Stage comprising Nursery and Reception classes. The proportion of pupils eligible for free school meals is more than double the national average. The proportion of pupils with learning difficulties and/or disabilities is average, though the proportion of pupils with statements of special educational need is above average. The proportion of pupils from a minority ethnic background is well below average, and the proportion that does not speak English at home is low. Almost half of the pupils who take the national tests in Year 6 do not enter the school at the usual time. The school holds: Basic Skills Quality Mark, Activemark, Artsmark, Healthy School Award, and the Financial Management Standard in Schools. The school is a Research Engaged School in partnership with the National Foundation for Educational Research.

Extended provision is available for pupils before and after school. That provision was inspected separately, at the same time as the school inspection, and receives a separate inspection report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Many aspects of its work are excellent. These include the curriculum, teaching, the progress that pupils are helped to make and the care, support and guidance it provides. These are a direct result of the outstanding leadership and management of the school. The charismatic headteacher is a significant figure in the lives of the pupils, the dedicated and hard working staff, and the community, which the school serves so well.

When children enter the Nursery class, their skills are very low compared with those usually expected for children of their age. Good provision in the Early Years Foundation Stage helps children to learn well, and this progress is continued in Key Stage 1. By the start of Year 3, pupils are very well prepared for learning in Key Stage 2. By the end of Year 6, pupils' standards are very close to average overall, even though many pupils have spent part of their time in education at other schools. At the higher Level 5, standards are above average. Evidence from many sources, including the school's own detailed tracking system, shows clearly that pupils achieve outstandingly well in their seven years in the school to reach these standards.

Pupils' personal development and well-being are outstanding. They are polite, cheerful and maturely confident. Their behaviour is excellent in class and around the school. Their spiritual, moral, social and cultural development is outstanding and is reflected in their spontaneous and generous recognition and celebration of the good work of others. They are very considerate, and give generously of both time and their skills to support others they perceive to be in need. Pupils attend school well, are extremely effective members of society, and are well equipped for the future.

Teaching and learning are outstanding. Lessons are organised excellently and work is very well planned. Pupils have very positive attitudes to work and learning, because, as was commented, 'Mayfield lessons are always interesting'. Resources are excellent and provide pupils with many ways to grasp new concepts. Pupils take pride in their work as shown in their often exemplary books. Pupils' work is marked consistently and regularly, and gives clear advice for improvement. Many lessons are outstanding. By contrast, where lessons are sometimes good, rather than outstanding, learning gets off to a slower start because teachers spend a little too long explaining what pupils will be doing.

The curriculum is excellent and goes much further than is required. Its content is very attractive, raises pupils' curiosity and interest, and has a big impact on how quickly they learn. Pupils are routinely expected to research and find their own answers to real life situations posed in lessons. The school's outstanding information and communication technology (ICT) provision is of great benefit to this type of learning. Pupils study other faiths and cultures in depth. Excellent displays around the school attest to this.

The school meets all the current requirements for safeguarding pupils' well-being. Adults have very effective and trusting relationships with the pupils. Excellent pastoral support is based upon detailed personal knowledge of individual pupils, detailed recording and reviewing, and close links with a range of professional and other support agencies. All teaching staff are involved in academic tracking and setting of targets. This ensures that pupils are supported quickly when they need help, and are challenged relentlessly to push beyond what they already know and can do.

Leadership and management are outstanding. A strong, knowledgeable and well-established team have set a clear vision for continuous improvement. They have high expectations of adults

and pupils, set challenging targets, which are usually exceeded, and monitor and evaluate the work of the school rigorously. Areas identified for improvement, either by external agencies or by internal monitoring are dealt with quickly and effectively. This school has excellent capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

When children enter the Nursery, their social skills, their language development, and their understanding of concepts relating to numbers are especially low when compared with the normal expectation. Accurate assessment of children on entry to the Nursery class, and close tracking through into Reception, ensures that provision is well planned to meet children's needs. Excellent links are quickly established with parents, and these enable parents to support their children's learning at home.

Children are looked after very well by adults who pay close attention to all aspects of their welfare. They quickly form good relationships with each other and with adults they know and trust. Because teaching is good, they make outstanding progress in developing their social and learning skills. Children soon learn how to work and play together. New and colourful activities capture children's imagination and curiosity, and these help them to make good progress in learning how to communicate clearly. A good range of indoor and outdoor activities sparks children's wider interest, particularly in number work, and they become eager to learn. A good balance between adult-led and self-chosen activities helps to build children's confidence to work independently. Staff know each child well. This knowledge is used very effectively to smooth transition and ensure progression, as children move into Year 1, where most of them are still working towards the early learning goals. For all of these reasons, leadership and management of the Early Years Foundation Stage are good.

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

- Ensure all teaching engages pupils more quickly in active learning.

## **Achievement and standards**

### **Grade: 1**

Achievement is outstanding. When pupils join Year 1, most are still working towards the early learning goals, and are not ready to begin work within the National Curriculum. Consequently, though progress is good, many pupils reach low standards in reading, writing and mathematics by the end of Year 2.

Pupils make outstanding progress in Key Stage 2, because they have been well prepared for learning in the previous years. In the national tests in 2007, pupils' standards were broadly average overall, but above average at the higher Level 5 in English. However, in this group of pupils, almost half were not in the school at the start of Year 3, and several were unable to take the tests. Those pupils who complete four years in Key Stage 2 make outstanding progress. They reach average standards overall and, at the higher grades (Level 5) in English, mathematics and science, their standards are above average. The school's evidence about standards in 2008 demonstrates similar levels to those gained in 2007, pointing to continued outstanding progress. No group of pupils underachieves and those with learning difficulties and/or disabilities also make outstanding progress, because of the excellent support they receive.

## **Personal development and well-being**

### **Grade: 1**

By the time they leave school, pupils are mature, confident and enthusiastic learners as a result of the school's outstanding provision for personal development and well-being. They have excellent awareness of other cultures because of the well-planned personal, social, health education and citizenship lessons covering a variety of cultures and religions, and the thoughtful, reflective assemblies. Pupils have a clear sense of fair play and know they need to be honest and truthful. Their spiritual, moral, social and cultural development is outstanding. Pupils are proud of their school, they enjoy everything it has to offer, they have excellent attitudes to their learning, and their attendance is above average. They say they feel safe in school and that on the rare occasion that bullying takes place, it is dealt with quickly and effectively. Pupils have very good understanding of healthy lifestyles, speaking knowledgeably about the benefits of fruit, vegetables and white meats, and disparagingly about 'junk foods'. They know the effects of exercise on the body, and high participation rates in the many sporting activities, including cheerleading, reflect this. They relish taking on responsibilities around the school, for example, working as 'buddies' to help younger pupils in the playground, or on the energetic school council. They are very active in working to develop their own school community. Pupils are very well prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. All lessons are characterised by excellent relationships between teachers and pupils; by pupils' outstanding attitudes to learning; and by the plethora of opportunities offered to pupils to think for themselves. In the very best lessons, work is very closely matched to the needs of individual pupils, and this ensures that progress in these lessons is outstanding. Teachers demand a great deal from pupils. As a result, pupils are expected to carry out challenging tasks independently and promptly, seeking creative solutions to thought provoking open-ended problems. Pupils respond in an excellent manner, sustaining concentration and offering well-thought-out answers to share with their peers. They make excellent use of ICT to find things out and to produce completed work. In the good, rather than outstanding lessons, teachers sometimes spend a little too long explaining what the pupils are going to learn. The pupils are patient and listen well, but are not engaged in active learning quickly enough. This slows down the rate at which they learn.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding. All pupils in Key Stage 2 study a foreign language. The school uses a wide range of creative strategies to ensure that it is exciting, enjoyable and interesting. This brings learning to life and adds much to pupils' academic and personal development. A strong emphasis on building pupils' basic skills, including the confident and adept usage of the school's excellent ICT provision, results in them making outstanding progress. Very good use is made of the school grounds to support and enhance many aspects of the curriculum, with a particularly strong focus on conservation. The school provides an excellent and extensive range of extra-curricular activities. Various sporting clubs, a second modern foreign language, eco clubs, and visits to museums and learning centres are well attended. Visitors from other parts

of the world such as Romania and Africa enrich pupils' cultural understanding. This is underpinned by the bi-annual cultural awareness week, all of which is recorded for posterity in 'Mayfield Magic Moments' books spread throughout the school.

## **Care, guidance and support**

### **Grade: 1**

The school takes its responsibilities for safeguarding pupils very seriously. It meets current government requirements. The welfare, safety and happiness of each individual pupil are at the heart of all the school does. Staff know the pupils well, and are trusted by them. Pupils insist that there is always someone they can talk to in times of trouble or distress. Parents recognise this and the comment, 'teachers make every effort to get to know the children and support them academically and socially', is typical of their opinions of the school. The school has very close and effective links with a range of professional and other agencies, which support these efforts when necessary. The learning environment in lessons and around the school is dynamic and stimulating. Many excellent examples of pupils' writing, art and sculpture are on display around the school to motivate others to reach similar standards. The school's system for measuring and tracking the progress pupils are making is sophisticated and well established. It is accurate, reliable and well understood by staff. The information produced is used by teachers to plan work, which closely meets pupils' needs. They are very quick to identify any underachievement and to arrange targeted help to get pupils back on track. These systems ensure that all groups of pupils make outstanding progress.

## **Leadership and management**

### **Grade: 1**

The headteacher's dynamism and her attention to detail are crucial factors in the school's success. She is supported excellently by a knowledgeable and dedicated group of senior and middle leaders who are closely involved in monitoring and improving the work of the school. Staff morale is high, and all adults know how their work fits into the school's drive for improvement. They have good reason to be proud of their efforts. Leaders have created a calm and welcoming haven in which pupils are able to explore their ideas, develop their skills, and improve their appreciation of the diversity of the world in which they live. This ensures that pupils gain an excellent understanding of all aspects of equality and, as a result, the school's provision for community cohesion is outstanding. The school takes a very robust, honest and self-critical view of itself. This is largely accurate, if overly modest, because the school knows it can do even better. Governance is excellent. Governors are dedicated and give very generously of their time, supporting all aspects of the school's work, and members challenge the school to seek continuous improvement in its standards. The school has fully addressed the issues raised at the last inspection, and has improved attendance markedly. It gives outstanding value for money.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



**Annex A**

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

**Overall effectiveness**

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

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

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

---

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us so welcome when we came to inspect your school. We were very impressed with your politeness, your excellent behaviour, and your very happy faces. You are clearly very proud to be at Mayfield.

We found that Mayfield is an outstanding school. It helps you make outstanding progress in both your learning and your personal development, from the time you join as very young children, to the time you leave.

We found that the strongest parts of the school are:

- the interesting and creative curriculum which helps you to learn quickly
- the outstanding teaching you receive. Teachers have very high expectations of you, and encourage you to work creatively and independently
- the excellent care, guidance and support you receive which makes sure that you are safe, and helps you to catch up if you happen to fall behind
- the outstanding leadership and management of the school, under the guidance of your headteacher, which ensures that all the parts of the school work smoothly together.

We also found something which could be improved, to help you to learn even more quickly than you already do. Sometimes lessons have a little too much explaining at the beginning which prevents you from getting really involved quickly enough. So, where that happens, we have asked that teachers do not spend as much time explaining what you are about to learn.

We ask that you continue coming to school as often as you already do, that you continue to work hard, and that you keep the very good learning habits you have developed.