

# Lytham St Annes Mayfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	119284
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	326990
<b>Inspection dates</b>	29–30 April 2009
<b>Reporting inspector</b>	Jennie Platt

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	261
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 Kevin Wilderspin
<b>Headteacher</b>	Mrs Azra Butt
<b>Date of previous school inspection</b>	1 February 2008
<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>	St Leonard's Road East Lytham St Annes Lancashire FY8 2HQ
<b>Telephone number</b>	01253 723465

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<b>Age group</b>	4–11
<b>Inspection dates</b>	29–30 April 2009
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**Fax number**

01253 723541

<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three additional inspectors and a training inspector.

## Description of the school

This is a larger than average school in the coastal town of Lytham St Annes. It has a Reception class which forms its Early Years Foundation Stage. An average proportion of pupils are entitled to free school meals. A few pupils are from minority ethnic groups but currently no pupils require help with English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is average and an above average number of these pupils have a statement of special educational need. The school has a high number of pupils joining and leaving the school other than at the usual time. At the time of the inspection the school had an acting headteacher and three temporary staff.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is a greatly improved school which now provides a good education for its pupils. Parents who returned the inspection questionnaire were unanimous in their opinion that children enjoy school. One pupil summed this up in the comment: 'a great school, flabbergasted at all of the good things'.

With effective support from the local authority, the acting headteacher and senior management team have put in place actions that are resolving the concerns raised in the previous inspection. This can be seen in the new approach to writing which is raising standards, and in the more rigorous assessment that provides an accurate picture of pupils' progress. Some features that were satisfactory at the previous inspection are now good, for example, pupils' personal development and well-being. Pupils are friendly, polite and behave well. They have a good understanding of how to keep safe and are eager to keep fit and healthy. The school has gained the National Healthy School's status. With improved behaviour, pupils are happier in school and say they enjoy themselves and that learning is fun. The school gives good attention to pupils' opinions. In turn, pupils value their roles and responsibilities and willingly fulfil them. The school continues to be a caring community enabling pupils to learn in a secure and safe environment.

Achievement is good. This is a significant improvement from the previous inspection, mainly due to better teaching and learning. From an average starting point as pupils enter Year 1, most now make good progress to reach above average standards at the end of Year 6. Recent results of national tests taken in Year 6 showed an improvement in the proportion of pupils reaching above average levels. This improvement has continued but the school's tracking indicates that in mathematics the more able pupils do not always make enough progress as they move through Key Stage 2. The above average standards and good personal skills combine to ensure the pupils are well prepared for the future.

Teaching and learning are now good. This improvement is directly linked to very effective tracking of pupils' progress, which is enabling staff to match work closely to pupils' individual needs. Some lessons seen were outstanding because the teachers' inventiveness and enthusiasm inspired the pupils to achieve very well. Although there are still some staffing difficulties the position is reasonably stable and this is enabling new approaches to be more consistently applied. In a minority of lessons the pace is not brisk enough and the level of challenge is not always high enough, especially in mathematics.

The curriculum is good. Displays of work around school show a richness in pupils' experiences. Pupils and parents express appreciation of the variety of visits and extra-curricular activities. One parent wrote 'The extra activities are brilliant at developing interest and building children's confidence.'

Leadership and management are good. Parents expressed a concern about changes of staff and temporary appointments to cover absences. These have had an unavoidable impact on the school but they have been kept to a minimum and the school has coped well. The acting headteacher shows a steely determination to put actions in place to improve the school. An enthusiastic management team is building well on advice from the local authority. The school has come a long way and its endeavours to raise standards can be clearly seen. Rigorous action

planning and clarity about what continues to need attention indicate that the school has good capacity to improve.

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

### **Grade: 3**

Although attainment on entry varies most children start with skills that are typical for their age. Overall progress is satisfactory and the majority reach average standards by the time they enter Year 1. An increasing number are making better progress, especially in their personal development, and exceed the expected level. Children have good social skills and collaborate well. Welfare is good. There are good procedures for introducing children to school so they settle quickly. Parents are fully involved, especially in sharing reading with their children. Children learn how to keep safe and the good relationships with adults gives them the confidence to ask if they have a problem. They understand the benefits of a healthy diet and enjoy joining in the physical activities. Children cooperate well when working in groups though not all children always have a clear understanding of classroom systems.

Teaching and learning are satisfactory with several good features. Activities are often practical and children enjoy themselves. Staff establish warm relationships so children grow in confidence. Planning shows clear objectives but these are not always sufficiently focused on the children's learning. The school has identified the need to develop the secure outdoor area further to enhance learning. Leadership and management are satisfactory. There are suitable assessment procedures to check children's progress and these are used effectively to identify children who need extra help at an early stage.

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

- Consistently challenge the more able pupils in mathematics.
- In the Early Years Foundation Stage, focus the activities more on children's learning and further enhance provision for the outdoors.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. Although attainment on entry to school varies it is broadly typical for the children's age. Progress is good and standards at the end of Year 6 are above average.

Results of teachers' assessments at the end of Year 2 in 2008 were average and rising, especially in writing. Current standards show this improvement is being extended. This represents good progress for many in this year group who started school with lower skills than normally found. An increasing number of pupils are now exceeding the level expected for their age, especially in reading and writing.

Most improvement can be seen in Key Stage 2 where some teaching is outstanding. The results of national tests taken by Year 6 in 2008 are yet to be finalised but they do show standards starting to rise. This was recognised in a monitoring visit by inspectors and the school has moved on in leaps and bounds since then. Rigorous tracking and half-termly reviews of pupils' attainment show good progress. Current standards are above average in English, mathematics and science. The increase in pupils exceeding the level expected for their age has continued, especially in English. However, in mathematics, the school's tracking records show that the more able pupils have not always made enough progress during Key Stage 2.

Pupils with learning difficulties and/or disabilities and those who start school at different times during their education make good progress. This is because of prompt intervention when progress is deemed not to be good enough. Pupils with a statement of special educational need make very good progress. Teaching assistants contribute to this progress through their expert knowledge and sensitive support.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral and social development is good. Pupils enjoy learning, have a strong work ethic and are confident in their own abilities. They say there is no bullying and they feel safe. The Mayfield ABC behaviour code is respected and followed. As a result, pupils strive to do well and are very considerate of each other. Behaviour has improved and is now good. Pupils respect other people's views and beliefs and are well informed about world faiths. They recognise global issues such as poverty and conservation. Pupils talked eagerly about their role in helping a child in Egypt to achieve her aim to become a vet.

Pupils have a good understanding of healthy living. They engage in vigorous exercise, especially on the trim trail, at playtimes. Staff encourage and reward good attendance and most pupils attend regularly. Attendance is average and staff are currently working hard to discourage parents from taking holidays in term time. Pupils play a good part in the school community. The school council represents others well and their suggestions have led to improvements in the playground. The active Eco Warriors lead recycling activities and promote awareness of the environment. Pupils engage eagerly in fundraising projects and are keen to take responsibility for jobs around school. For example, they are well trained for their roles in leading playground games. These factors, together with above average standards, ensure that pupils' preparation for the future is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

It is the improvement in teaching that has had the most impact on pupils' progress. Teaching is now good and some outstanding lessons were seen in Key Stage 2. In these lessons the variety of activities led to an atmosphere where, even in large classes, all pupils were getting on with purposeful work. For example, in Year 5, pupils made models using technology and sharing ideas with partners as they prepared a short narrative including flashbacks. In literacy in Year 6, pupils were challenged well to justify their views with reference to the text. Pupils respond well to their teachers' high expectations and this greatly accelerates progress. This pace and challenge is not yet consistent in all classes, particularly in mathematics. Throughout the school the quality of teaching is underpinned by high quality relationships which effectively increase pupils' self-confidence and willingness to try out new ideas. Books are marked regularly with some excellent examples of teachers informing pupils how to make their work better. The conclusions of lessons are used effectively to involve pupils in assessing their learning and checking that they are ready to move on.

## Curriculum and other activities

### Grade: 2

The curriculum captures pupils' interest because it provides a good mix and variety of activities. Displays are stimulating throughout the school echoing this richness, particularly in art and design. A consistent approach to planning has led to pupils' growing understanding of what is expected of them. This is very evident in the new approach to teaching writing which is having a very positive impact on rising standards. It ensures literacy is used well across the curriculum. Numeracy is also used well in other subjects but this is less evident in the promotion of information and communication technology. Additional activities support pupils' specific learning needs well. For example, some pupils develop their agility and speed through special physical skills sessions. Themed weeks are very popular. The recent Super Learning Week enabled pupils to collaborate and enjoy new experiences such as philosophy for children.

Enrichment for learning is good and includes many visits and visitors that inject excitement into learning. Extra-curricular clubs very effectively promote pupils' talents and extend their interests. Pupils have extensive opportunities to demonstrate their good skills in sport and, through the Wider Opportunities programme, to learn about music from around the world.

## Care, guidance and support

### Grade: 2

Parents are appreciative of the good care taken of their children's welfare. Arrangements for safeguarding pupils, including those for child protection, meet requirements. Staff are vigilant and supervision is good at all times. This is an inclusive school that is recognised for its success in supporting pupils with a wide range of disabilities and/or difficulties. Staff go to great lengths to secure specialist help or resources where needed. Pupils who have emotional difficulties receive sensitive but firm support and are thus able to cope with the conventions of school life.

Tracking of pupils' academic progress is very good. Teachers use assessment information very regularly and allocate additional help where it is most needed. Individual targets for pupils in English, mathematics and science are very useful and shared with parents. They provide pupils with a goal to aim for and clearly illustrate what needs improving.

## Leadership and management

### Grade: 2

The temporary absence of the headteacher and departure of other staff have proved a challenge for the school. This has been overcome by the determined leadership of the acting headteacher who has taken up the reins of running the school. The effective governing body has also responded well to the need to maintain an even keel and be involved in key decisions. As a result, the partnership with the local authority works effectively and the drive to raise standards has gathered momentum.

Self-evaluation is accurate because it is founded on extremely rigorous monitoring of standards, progress and teaching. Robust monitoring of teaching has raised teachers' expectations and skills. The school is well aware of the way ahead and priorities are turned into actions that are supported by all. In English, mathematics and science the subject leaders are more involved than before in monitoring and their action plans are clearly linked to raising standards. The



monitoring roles of other leaders is, as yet, less well developed with the result that identified priorities are not always focused on raising standards.

The promotion of community cohesion is good. Staff value diversity. They provide well for pupils of all abilities and are already tackling the needs of the more able in mathematics. Careful planning that extends personal horizons leads to pupils sharing a sense of belonging both to the local and global communities.

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## Annex A

## 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
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?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

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

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B**

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

5 May 2009

Dear Pupils

Inspection of Lytham St Annes Mayfield Primary School, Lancashire,

FY8 2HQ

Thank you for making the inspectors so welcome when we visited your school. You enabled us to see how much your school has improved over recent months. You have played a huge part in this improvement because you work hard and have improved your work and behaviour. You now go to a good school and are making faster progress. Standards as you leave school are now above average. Well done! We were pleased to hear how well informed you are about keeping safe and healthy. It was also good to know you help others and are providing support for a pupil in Egypt. You also welcome newcomers to your school so that they settle quickly and also make good progress.

Your teachers have been improving their skills and we were privileged to see some very exciting lessons. The attractive displays of your work show that you enjoy a wide variety of activities. No wonder you enjoy school. Although there have been several staff changes in your school the headteacher, staff and governors are managing the school well. We have asked the school to look at two things. Firstly, to ensure you all make as much progress as possible in mathematics. Secondly, to make sure the children in Reception are clear about what they are learning and that the outside play area is improved.

We are sure that with your help the school will continue to improve. We wish you much happiness for the future.

Yours faithfully

Jennie Platt, Lynne Read, Shirley Herring and Susan Bell

Inspectors