

# Mayfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	101877
<b>Local Authority</b>	Ealing
<b>Inspection number</b>	335796
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	Kerry Rochester

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

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<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 of pupils on the school roll</b>	357
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Scully
<b>Headteacher</b>	Belinda Ewart
<b>Date of previous school inspection</b>	17 March 2010
<b>School address</b>	High Lane London W7 3RT
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the majority of time observing learning and visited 25 lessons and observed 12 teaching staff. Informal discussions were held with parents and meetings took place with governors, some members of staff and groups of pupils. The inspection team observed the school's work and looked at a range of evidence, including the systems for assessing and monitoring pupils' progress, the work that pupils had produced in their books, teachers' marking and the questionnaires completed by 93 parents and carers, 110 pupils and 19 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies to raise attainment and achievement in Key Stage 1
- the current picture of learning and progress for different groups of pupils, particularly those with English as an additional language and Black African pupils
- the effectiveness of managers at all levels in raising achievement
- why outcomes in the Early Years Foundation Stage appear to be satisfactory while provision and leadership and management are judged by the school to be good.

## Information about the school

Mayfield Primary school is a larger-than-average-sized school. The proportion of pupils entitled to free school meals is above average. A large majority of pupils are from a range of ethnic groups, of which the majority are from Black African backgrounds. Many of these speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The majority of these pupils have moderate learning difficulties or emotional or behavioural problems. The school has gained a number of nationally accredited awards such as the Healthy School Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Mayfield is a good school. The very strong focus on pupils' social, moral and cultural development has resulted in the creation of a harmonious community, where pupils and adults have outstanding respect for each other's individuality and values. Pupils are happy and enjoy school, which is shown in their good behaviour and eagerness to learn. As one pupil said, 'I am incredibly happy in this school, I have lots of friends and I love every school day.' This view is supported by the overwhelming majority of parents and carers who completed the questionnaires, who say that their children enjoy school. The strong and positive views of the parents and carers reflect the outstanding way the school and the governing body have promoted effective links with them. The care, guidance and support for pupils are good and underpin their good personal outcomes. Pupils adopt good healthy lifestyles, as demonstrated by their national Healthy School status, and the school council takes pride in monitoring and recycling litter, ensuring 'It goes in the right bin!' at lunchtime. The pupils enjoy the wealth of trips and clubs which are offered and enhance the good curriculum. The drama club is well attended and confident pupils clearly enjoy putting on high quality performances, as seen during the inspection.

Attainment at the end of Year 6 is average in mathematics and science but above in English. Given pupils' below-average starting points, their achievement over time is good. This is largely a result of good quality teaching and learning, which is reflected in pupils' books. Teachers manage their classroom well and use good strategies such as talk partners, time targets and group work to engage pupils in the lessons. Even so, pupils are not always clear about how well they are doing or what they need to do to improve further. Most teachers mark pupils' work conscientiously, but not all provide children with constructive feedback on how they might improve further. Pupil targets are too broad and are not used consistently across the school to support pupils' self-assessment.

Provision in the Early Years Foundation Stage varies and the children make very good progress in the Nursery. Their progress is slower in the Reception classes but over the two years progress is still good. The consistency and quality of assessments by teachers and provision across the Early Years Foundation Stage is not monitored or evaluated with sufficient rigour to make the best of children's learning.

The headteacher leads the school well. There is a good team spirit amongst staff and leaders have a clear picture of where its strengths and weaknesses lie. There are effective systems in place for monitoring and evaluating the quality of provision and this has resulted in raising staff's expectations of the quality of their teaching. Accurate self-evaluation is undertaken by school leaders and governors. Senior leaders are well

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supported and challenged by the governing body. The school has maintained and built upon the strengths from the last inspection. The weaker aspects, such as ensuring that all pupils are always fully engaged by their work, have been successfully addressed. These strengths indicate that the school is well placed to improve further.

## What does the school need to do to improve further?

- Accelerate pupils' progress and engage them in the learning process by:
  - ensuring greater consistency in the guidance provided by teachers' marking to ensure pupils know how to improve
  - developing pupils' targets which support the specific steps pupils need to take in their learning
  - involving pupils more in monitoring their own progress against their targets.
- Strengthen the leadership and management of the Early Years Foundation Stage by:
  - monitoring and evaluating the quality of provision more rigorously
  - regularly moderating teachers' assessment to ensure accuracy and consistency
  - developing a rigorous tracking system that provides regular and timely information about the rates of pupils' progress.

## Outcomes for individuals and groups of pupils

**2**

Pupils are making good progress and the Year 6 pupils are currently attaining standards in line with those expected for their age in reading, writing and mathematics. Pupils from Years 1 to 6 are making good progress in writing, reading and mathematics. Pupils behave well in lessons. They concentrate, work well together in pairs and teams and develop positive respect for each other. Pupils respond well when lessons have good pace and teachers allow pupils to work together, as seen, for example in a mixed Year 1 and 2 class where pupils were carefully working together to plant a seed. Good use is made of intervention programmes to ensure Black African pupils and those speaking English as an additional language make good progress. Pupils with behavioural or learning difficulties also make good progress.

Pupils' spiritual, moral, social and cultural development is outstanding. They have excellent relationships and respect, particularly for others' varying cultural backgrounds, supporting a strong moral code which is understood and accepted by all. Pupils have a good understanding of how to stay healthy, and they enjoy taking on responsibility, for example, running and monitoring the playtime equipment or when taking part in the school council. Attendance is average and the sound involvement pupils have in recognising the next steps they will need to take to achieve their goals ensures satisfactory development of skills for their future economic well-being.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Teachers forge good relationships with the pupils and manage behaviour very well. Resources are used well to help pupils learn and lessons are well organised and presented in a way that interests pupils and maintains their attention. Teaching assistants work closely with the class teacher and their skilful management of groups or individuals makes a good contribution to their progress. In a few lessons, where the pace of learning is slower, the language in discussion, and questioning skills used are sometimes too difficult for pupils to understand. Teachers work hard to deliver the right level of challenge and this is supported by very detailed planning. The tracking of pupils' progress is thorough but this information is not used to set precise individual pupil targets, which are often too broad to promote strong progress. Although staff know their pupils' ability and capability well, the feedback provided through the marking in their books is inconsistent and does not always help them know how well they are achieving or what they need to do to improve.

The curriculum is tailored well to the interests of pupils, supports the development of basic skills effectively and enables them to achieve well. There are good opportunities provided through the curriculum for the pupils to learn about the different ethnic groups within their community, and this supports their excellent relationships and the harmonious ethos in the school. Strong links with local secondary schools enhance the curriculum further and provide support and expertise in the arts and modern foreign

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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languages. Staff know the pupils well and, consequently, are able to give them good levels of emotional and personal support and guidance. The good range of after-school clubs enrich the curriculum and they are popular and well attended.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher provides good leadership and is well supported by the staff at all levels. She has worked hard to bring together this cohesive team who share her vision and are now focused on improving achievement. Senior and middle leaders effectively monitor aspects of the school’s performance and self-evaluation is accurate. Subject leaders are effectively developing the skills to monitor teaching and learning, provide feedback and support the professional development of staff in order to improve the quality of their teaching. As a result, teaching and pupils’ learning and progress are improving.

The school is fully inclusive and the leadership team and governing body monitor equal opportunities to ensure that all pupils from different groups make good progress. Governors are knowledgeable about the strengths and weaknesses of the school. They closely monitor the school’s work and support the leadership team in overcoming difficulties and moving the school forward. Community cohesion is promoted well and the school recognises and celebrates the cultural diversity within its community, and there are good plans to further promote partnership with other school nationally and internationally. Safeguarding policies and child protection procedures are clear and effective. Risks are assessed and site safety regularly reviewed. Provision to secure equal opportunities and tackle discrimination is good because of the effective analysis and monitoring of individual groups of pupils by the governing body and leadership team. Resources are managed well to get good value for money. An outstanding partnership exists between the school and parents and carers which they greatly value.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children start in the Nursery with skill levels generally below those expected for their age. The Nursery staff use observations and assessments very well to ensure activities are tailored to the needs and abilities of individual pupils. This coupled with consistently good teaching ensures the children make very good progress. Nursery staff establish good routines with the children and this fosters independence and children confidently tackle new ideas with enthusiasm. Teaching in Reception is satisfactory. Planning is not always securely built on a good understanding of where the children are. As a result, children's progress in Reception slows, although by the time the children leave the Early Years Foundation Stage, they have made good progress overall to reach broadly average levels of skills and knowledge in all areas of learning. A real strength in the Early Years Foundation Stage is the well-equipped indoor and outdoor learning environments in which the children play well together, share equipment and choose from a range of activities. Welfare arrangements are secure and staff build positive relationships with the children from the start. The children are happy and enthusiastic learners.

Leadership and management of the early Years Foundation Stage are satisfactory. The quality of assessment is variable across the setting. Detailed records are kept in the Nursery and staff have a good knowledge of how to develop learning across all areas. In Reception these systems are less secure and the quality of planned purposeful play for individuals does not ensure an effective balance of activities led by adults and those children choose for themselves that actively encourage learning. The Early Years Foundation Stage manager has identified some of the strengths and weaknesses within the setting. However, the analysis of children's progress over both years is not consistent, so that areas where progress is slower are sometimes not addressed early enough.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## **Views of parents and carers**

The views of the parents who responded to the questionnaire are overwhelmingly positive. Evidence from the inspection supports parents' views that children enjoy school, that children feel safe and that the school is well led and managed. Occasional comments highlighted some concerns over insufficient resources for pupils with special educational need and/or disabilities. The inspection team considered that the school manages and organises resources effectively, as seen in the good progress made by those pupils with special educational needs and/or disabilities.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mayfield Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 93 completed questionnaires by the end of the on-site inspection. In total, there are 353 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	71	24	26	3	3	0	0
The school keeps my child safe	70	75	21	24	1	1	0	0
The school informs me about my child's progress	51	55	40	44	1	1	0	0
My child is making enough progress at this school	46	50	40	44	5	5	1	1
The teaching is good at this school	55	59	37	41	0	0	0	0
The school helps me to support my child's learning	56	60	34	37	3	3	0	0
The school helps my child to have a healthy lifestyle	56	60	35	38	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	45	43	46	2	2	0	0
The school meets my child's particular needs	36	38	46	50	4	4	1	1
The school deals effectively with unacceptable behaviour	46	50	45	48	2	2	0	0
The school takes account of my suggestions and concerns	38	40	51	55	1	1	2	2
The school is led and managed effectively	62	67	30	32	1	1	0	0
Overall, I am happy with my child's experience at this school	60	65	31	33	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 March 2010

Dear Pupils

Inspection of Mayfield Primary School, Ealing W7 3RT

Thank you for your valuable help during the recent inspection of your school. We were very impressed by how friendly and helpful you are and all the inspectors said how much they enjoyed talking to you about your life in school. It was a delight and a privilege to visit your school. You go to a good school that is warm and friendly. There is much to like about your school and the most important aspects that we would like to mention are that:

- you enjoy your lessons and always try your best
- your behaviour is good and you make visitors feel very welcome
- you show a good understanding of how to live healthily and stay safe
- teachers, other adults and those who lead the school work hard and support you with your learning
- you have very good relationships with each other and you celebrate the diversity within your community
- those of you who find learning difficult are given extra help and make good progress.

Even though your school is good, your headteacher, staff and governors are determined that it will get even better. To help them achieve this we have suggested that they do three things.

- We have asked teachers to help you do even better by ensuring their marking and feedback helps you know what to do next to improve your work.
- To involve you more in setting and understanding your targets.
- We would like your Reception teacher to find out what the children do well and help them improve.

I hope you will play your part by continuing to work hard and do your best. I wish you every success in the future.

Yours sincerely

Kerry Rochester

Lead inspector

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