

Mayfield Primary School

Inspection report

Unique Reference Number	110666
Local Authority	Cambridgeshire
Inspection number	337542
Inspection dates	15–16 June 2010
Reporting inspector	Karen Heath

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Chair	J Dening
Headteacher	J Hill
Date of previous school inspection	23 January 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed the school's work and looked at a wide range of documentation, including teachers' planning, pupils' books, the school's own monitoring, evaluation and assessment data, school policies and minutes of the governing body's meetings. Inspectors observed 24 lessons and 13 teachers. Inspectors met with governors and staff, spoke to pupils and looked at 118 questionnaires from parents and carers as well as questionnaires from the staff and pupils. Inspectors also looked at documentation with reference to the safeguarding of pupils.

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

- how assessment and teachers' marking are used to set challenging targets and guide pupils so they know what they need to do to improve
- what the school is doing to tackle poor attendance
- how pupils' progress is sustained when they move out of the Early Years Foundation Stage through Key Stage 1 and into Key Stage 2.

Information about the school

The school is larger than average. An average number of pupils are known to be eligible for free school meals. It has a high number of pupils from different ethnic groups and who speak English as an additional language. The school has a slightly higher than average number of pupils with special educational needs and /or disabilities. The school has a unit for pupils with hearing impairment which accommodates a small number of pupils.

The school holds Healthy Schools status, the Activemark award and Investors in People, as well as the International Schools 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?

3

The school's capacity for sustained improvement

3

Main findings

Mayfield is a satisfactory and improving school. Attainment at the end of Key Stage 1 and 2, for pupils of all ability levels in English, mathematics and science, has improved over the last three years to broadly average. Since its last inspection, when standards had dipped to well below the national average, the school has put in place effective strategies which are improving the outcomes for pupils.

After a good start in the Early Years Foundation Stage, pupils continue to make good progress in Key Stage 1. In Key Stage 2, the progress pupils make is less consistent, mainly due to the variable quality of teaching. Pupils with special educational needs and/or disabilities make satisfactory progress overall and some make good progress. The school works hard to ensure pupils with specific needs are catered for and they have every opportunity to be fully integrated. Many pupils are admitted with little or no English; these pupils make at least satisfactory progress and some make good progress. The quality of teaching observed during the inspection varied widely. There are some examples of good and outstanding teaching. In some lessons, the pace was too slow and teachers did not model what they expected effectively. Lessons sometimes focused too much on what the pupils had to do rather than on what they should learn. While there were some good examples of teachers' marking, older pupils were not always clear at what National Curriculum level they were working at or what they had to do to achieve a higher level. Some 28% of pupils responding to the questionnaire felt that they did not know how well they were doing in school.

The pupils enjoy many aspects of the school's curriculum. They respond well to a practical approach to learning. Their behaviour in both lessons and when they are unsupervised is good; pupils show courtesy to each other and adults. The school has worked hard to discourage families from taking holidays during term time and to tackle the issue of persistent absentees. However, a minority of pupils do not attend the school regularly and this has an adverse effect on their progress and learning.

The school's self-evaluation is broadly accurate and, since the last inspection, the senior leadership team and subject leaders have put in place strategies to improve standards. The impact of these shows a trend of improved attainment across all subjects. However, not all levels of leadership have a good enough grasp of how pupils are doing across the school, or what the main issues are which impede progress. There is a lack of clarity about roles and responsibilities and where accountability lies. Nonetheless, there is a shared commitment to continue the trend of improvement and the school has a satisfactory capacity for sustained improvement.

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What does the school need to do to improve further?

- Strengthen the quality of teaching by:
 - ensuring that the pace of lessons is maintained so that pupils are actively involved in their learning
 - effectively modelling to pupils the skills they need to learn
 - devising lesson plans which identify success criteria for the different ability levels so that pupils meet their academic targets and can evaluate their success
 - ensuring that teachers' marking tells pupils clearly how they can improve their work and gives guidance on how to achieve a higher National Curriculum level.
- Build the school's capacity to improve, and support the headteacher by:
 - developing the leadership expertise across the school so that middle leaders understand their roles and responsibilities
 - ensuring that leaders at all levels have a strategic view of attainment and progress across the school
 - holding staff to account for the learning and progress of pupils.
- Improve the overall attendance of pupils by:
 - reducing the proportion of pupils who are persistently absent
 - working with parents and carers so that their children attend school regularly
 - celebrating good attendance.
- About 40% of the schools whose overall effectiveness is judged satisfactory may
 - receive a monitoring visit by an Ofsted inspector before their next section 5
 - inspection.

Outcomes for individuals and groups of pupils

3

Pupils of all abilities are keen to talk about the topics they are learning. Practical approaches to learning capture their imagination and make them eager to learn, for example when they design a maze or write a story for their 'book buddies'. Pupils work well individually and cooperate well in groups. Pupils apply themselves in lessons and listen well to the teacher. Overall pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, make at least satisfactory progress, with some making accelerated progress.

Inspectors found no evidence to support parents and carers' concerns regarding pupils' behaviour. Behaviour in and out of lesson time is good; pupils play appropriately in the playground and go around the school in an orderly way. While some pupils expressed a concern that they did not feel safe in their local community, they do feel safe in school and have a good understanding of what constitutes an unsafe situation. Pupils actively pursue a healthy lifestyle. They enjoy the chance to exercise during the lunchtime either by playing outside or by joining the numerous clubs available. Many pupils cycle or walk

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to school. The majority of lunchboxes contain a good balance of healthy food. Pupils take on responsibilities within the school and some have become 'Eco Warriors', caring for the environment as well as looking after the school's chickens. The school council provides opportunities for pupils to contribute to the life of the school and suggest ideas for fundraising. The school's participation in gaining the International Schools award has ensured that good links have been established with a range of countries and this has widened pupils' understanding of other cultures. The range of ethnic backgrounds is celebrated in school; consequently pupils from different social, ethnic, religious and cultural backgrounds mix well and respect each others' differences with a good understanding of diversity. Despite the school's work with families in improving the attendance of some pupils with persistent absence, attendance remains broadly average.

These are the grades for pupils' outcomes

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

How effective is the provision?

Within the school there is some outstanding and good teaching. In these lessons, teachers have high expectations and good subject knowledge. They are able to maintain

¹ 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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a brisk pace and use questioning skilfully to ensure that learning is secure. Pupils are engaged in their learning because it is practical and relevant to their experiences. In some lessons, teachers spend too much time talking and this slows the pace. Teachers do not always model effectively the skills the pupils need to acquire. Group work is often the same for pupils of all abilities, only varying in the number of tasks they need to complete. Teachers' marking gives positive feedback to pupils and in some cases suggestions for improvement. However, although pupils have a range of targets in their books, teachers' comments do not often refer to these or indicate what the pupils need to do to achieve a higher National Curriculum level.

The school has done much to develop a more creative curriculum and this is a strong feature of good lessons; however this is not effectively developed in all lessons. There is an extensive range of extra-curricular activities, much enjoyed by many pupils, and this has resulted in good outcomes for pupils, particularly in music.

The school provides good guidance and support, although this has had a limited impact on the few pupils with persistently poor attendance. Parents and carers are highly complimentary of the support and integration of pupils with hearing impairment. The school provides a range of supplementary programmes for pupils who have been identified as at risk of underachieving. There is a comprehensive transition programme for pupils when moving from one key stage to another. The breakfast club has just been established and provides a worthwhile additional facility to the school's provision, giving the pupils a secure start to the day.

These are the grades for the quality of provision

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

How effective are leadership and management?

The leadership team has established a trend of raising pupils' attainment by introducing a range of strategies to improve outcomes, particularly at the end of each key stage. There is a commitment at all levels to continue this improvement.

The school has a broadly accurate view of itself, but the inspection team identified weaknesses in the quality of teaching which hitherto had not been fully recognised. While the senior team has a strategic view of how pupils are doing across the school, this knowledge is less secure among the middle management team; some of whom do not have a clear understanding of achievement. There is also some confusion as to which members of staff are ultimately accountable for standards within their subject or area.

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The headteacher has worked with the governing body to develop further its role as a 'critical friend' and governors are well informed. Consequently, governors have a good understanding of the school's areas for development. Partnership work is particularly effective in supporting pupils with hearing impairment, who are integrated fully into the school. Good promotion of community cohesion means that links with other schools, both here and abroad, are enhancing the curriculum for pupils. The sporting, musical and language provision has enhanced the pupils' personal development.

Staff are committed to ensuring that all pupils have every opportunity to achieve regardless of their background. The identification of vulnerable pupils in all classes has helped to ensure these pupils' needs are well met. Equally, pupils who are admitted during the year and do not speak English are accommodated and supported well, and often make good progress. The school has carried out an audit of its social, ethnic and religious context and understands this well. As a result, it has devised and implemented an action plan to improve the way it promotes community cohesion. The impact of this focus is evident from the way pupils from all backgrounds get on so well with each other. Safeguarding procedures are effective and all statutory requirements were in place at the time of the inspection. Staff are suitably trained in child protection and appropriate risk assessments have been undertaken for activities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Having made good progress, children leave the Early Years Foundation Stage with attainment broadly in line with national age-related expectations. Children who speak English as an additional language and those who have special educational needs and/or

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disabilities are fully included in all activities, and make good progress.

Children show a strong sense of enjoyment and enthusiasm for learning. For example, there was great excitement when they were investigating and discovering minibeasts in the stimulating outdoor area and used the 'Expedition Tent' for role play activities. Children are involved in planning the activities and each week they decide on a 'big question' to investigate: this stimulates their learning across all areas of the curriculum. Staff have high expectations that children will cooperate with one another, share, and take turns. As a result, children behave very well.

There is a good balance between activities that children explore for themselves and those that adults lead. The focused teaching of number, letters and sounds is particularly strong. Adults' interaction with children is also a strength and this effectively develops children's speaking, listening and thinking skills.

The Early Years Foundation Stage leader manages staff well She has identified some variations in provision between the two classes and has begun to ensure that all children have similar opportunities. Parents and carers are well informed and play an important part in their children's education. Links between Reception and Year 1 are being developed so that children continue to build on and consolidate their skills.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The parents who spoke to the inspection team were very positive about the school and said their children enjoy coming and they are confident that their children are kept safe. One parent stated that, 'The school is happy and inclusive.' One fifth of parents and carers who chose to write a comment said they had concerns regarding the progress their children were making and others expressed a concern about how well the school was managed. Inspectors agree that these areas require some improvement. Pupil progress will be accelerated by consistently good teaching. The leadership of the school will be enhanced by strengthening the middle management team.

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 118 completed questionnaires by the end of the on-site inspection. In total, there are 384 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	64	39	33	3	3	0	0
The school keeps my child safe	71	60	43	36	1	1	0	0
The school informs me about my child's progress	44	37	57	48	11	9	1	1
My child is making enough progress at this school	46	39	52	44	13	11	0	0
The teaching is good at this school	48	41	59	50	4	3	3	3
The school helps me to support my child's learning	53	45	45	38	9	8	2	2
The school helps my child to have a healthy lifestyle	52	44	58	49	4	3	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)	49	42	49	42	6	5	0	0
The school meets my child's particular needs	44	37	58	49	9	8	1	1
The school deals effectively with unacceptable behaviour	50	42	49	42	11	9	3	3
The school takes account of my suggestions and concerns	37	31	54	46	16	14	1	1
The school is led and managed effectively	42	36	49	42	13	11	5	4
Overall, I am happy with my child's experience at this school	59	50	51	43	4	3	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



17 June 2010

Dear Pupils

Inspection of Mayfield Primary School, Cambridge, CB4 3HN

Thank you for making the inspection team so welcome. We were impressed by the mature way you expressed your points of view as well as the standard of your behaviour and courtesy.

We think that your school provides you with a satisfactory standard of education and has made some important improvements since your last inspection. By the time you leave Mayfield you reach standards similar and sometimes better than other pupils of your age. Some of you don't progress as well as you could and this is because the teaching isn't always as good as it should be. You told us that you are not always sure about how well you are doing or what you need to do to achieve a higher level.

So we have asked the headteacher and governing body to improve some things by:

- making the teaching even better so you are actively involved and teachers demonstrate and explain the skills you need to learn
- making sure that when you work in groups you know what you need to do to achieve
- asking teachers to let you know through their marking how to achieve a higher level in your work

We would also like other staff to help the headteacher by making sure everyone with responsibility understands what they need to do and check up that you are all on track to achieve.

You can also help the school to improve by making sure you attend regularly and not take time off during term time because this hampers your progress.

I wish you all the very best for your future.

Yours sincerely

Karen Heath

Lead Inspector

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