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Mr P Jenkins
Headteacher
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Dear Mr Jenkins

Ofsted 2009-10 survey inspection programme: the impact that links between parents/carers and schools have on supporting and encouraging young people's achievement, well-being and personal development

Thank you for your hospitality and cooperation, and that of your staff, during my visit on 8 March 2010 to look at the impact that links between parents/carers and schools have on supporting and encouraging young people's achievement, well-being and personal development.

As outlined in my initial letter, as well as looking at key areas of the aspect, the visit had a particular focus on how the school's work with parents and carers affects a range of outcomes for pupils.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text.

The evidence used to inform the judgements included: interviews with staff, governors, pupils, and individual and groups of parents; scrutiny of relevant documentation and pupils' records of achievement; and a visit to your early years provision, including the neighbouring Children's Centre.

The overall effectiveness of the school's links with parents/carers and its impact on the outcomes for pupils are outstanding.

The impact of parental involvement on outcomes

The impact of parental involvement on outcomes is outstanding.

- The school enjoys a highly positive relationship with all groups of parents and carers, particularly those who might traditionally find working with the school difficult.
- Regular communication with parents and carers is conducted in a professional yet friendly and non-judgemental way. The school uses the information from parents and carers to help direct planning, maximise progress and keep pupils' learning relevant to their interests and needs. As a result, parents say they are very well informed about their children's learning and development.
- The school has well embedded partnerships with external support agencies to enable pupils, no matter what their starting points, to make outstanding progress in all aspects of their achievement, well-being and development.

The impact of parental involvement on the quality of provision

The impact of parental involvement on the quality of provision is outstanding.

- Parents and carers are helped to understand very clearly that they play a crucial part in the education of their children.
- Many opportunities exist for parents and carers to contribute their expertise and knowledge as a resource for learning.
- Through the school's close dialogue with parents and carers, potential barriers to learning are swiftly identified and well-tried strategies put in place to support pupils' learning.
- The school takes a very realistic and pragmatic approach to the issue of attendance and, as a result, pupils' attendance is satisfactory.

The impact of the parental involvement on inclusion

The impact of parental involvement on inclusion is outstanding.

- The school works in partnership with a wide range of external partners and services to provide pupils and their families with very well-targeted support.
- Expert guidance and individual support are provided to all pupils and their families.
- Outcomes from parents' and carers' evaluations and the school's own assessments are used together to inform planning and keep learning experiences relevant for pupils.

The impact of leadership and management on the involvement of parents

The impact of leadership and management on the involvement of parents is outstanding.

- Leaders and managers are acutely aware of the learning needs of all pupils. They successfully liaise with parents and carers to establish respectful relationships that lead to genuine partnerships and better outcomes for pupils. Parents and carers are exceptionally well informed about all aspects of their children's achievement, well-being and development. However, the work of the governing body is not always communicated as effectively as it could be to the wider learning community.
- The school provides regular opportunities for parents and carers to be involved in the strategic development of the school. They play a strategic role in decision-making on key matters through well-established procedures.
- The creation of a school-based charity, focused on providing additional high-quality learning experiences and resources for families, is a unique strength of the school.
- All staff are trained to understand and adhere to school policies that promote very effective communication with parents.
- The school provides tailored guidance and information about ways in which parents and carers can support their children's learning and development. Advice is matched well to the unique needs of the local community as well as the needs of parents and carers.

Areas for improvement, which we discussed, include:

- promoting a better understanding of the work of the governing body throughout the school, among parents and the local community.

I hope these observations are useful as you continue to develop the impact of the work of parents and carers in the school.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

David Edwards
Her Majesty's Inspector