

# Inspection of a good school: Mayfield School

Mayfield Road, North End, Portsmouth, Hampshire PO2 0RH

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Inspection dates: 10 and 11 November 2021

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

Most pupils say that they are happy and safe at school. They trust adults to look after them. This is particularly true of primary age pupils. Some older pupils say that not everyone behaves well in class. Sometimes there is disorderly behaviour at breaktimes and changeovers to lessons. The temporary constraints on space in the new building have been factors in creating this problem. Leaders are taking action to improve pupils' conduct.

Most pupils say that teachers deal with bullying well. They know that there is an adult they can go to for help. However, some secondary pupils say that staff need to do more to tackle bullying. They do not think teachers always deal with it decisively enough.

Primary age pupils particularly enjoy their learning. Many older pupils do too. Most teachers have high expectations of what they want their pupils to achieve. Pupils generally respond well to what teachers ask of them. However, where teachers do not set high enough expectations, pupils' progress falters.

Most parents are pleased with what the school provides. For instance, one parent wrote, 'The free extra-curricular activities ensure children are not disadvantaged.' However, some parents believe the school could be more ambitious for their child.

## What does the school do well and what does it need to do better?

Leaders have planned the curriculum throughout the school carefully. It is broad and well sequenced. Leaders have considered how the learning from Reception through to Year 11 connects. This means there is deliberate and planned progression. Leaders have put in place regular assessment points to allow teachers to spot any gaps in learning. Where this works well, teachers know what pupils have grasped securely. However, on occasions,

teachers expect too little from the pupils. As a result, pupils learn superficially. They are not always asked to fully expand on their learning in discussion or writing. This is especially the case in some areas of secondary English and in Spanish.

Teachers across the school have strong subject knowledge. They use this expertise to deliver the curriculum in an accessible way for the pupils. Many teachers ensure that pupils deepen their understanding. They ask them to complete work that helps to embed knowledge and skills. Most pupils are eager to learn. However, some secondary pupils are less motivated. This happens particularly where there is insufficient challenge in the learning.

Reception children get off to a strong start with their reading. They learn letters and their sounds right from the beginning. As pupils move into key stage 1, they generally progress well with their reading. Teachers have spotted that some pupils need extra help to catch up. The disruption of lockdowns as a result of the COVID-19 pandemic last year has slowed some pupils' progress. Staff have a clear system for quickly picking up on what these pupils need to practise and improve.

There is a strong culture of reading within the primary section of the school. Pupils read widely and for pleasure. However, at secondary level pupils do not routinely read independently. Therefore, their reading skills are not as strong and sophisticated as they should be.

Teachers support pupils with special educational needs and/or disabilities well. They fully include them in the learning. They make helpful adaptations to assist pupils' understanding and skills. This happens throughout the school. Some parents, particularly of primary-age children, would like the school to give more support.

Overall, pupils' learning throughout the school happens in a calm and orderly way. On occasions, some pupils do disrupt the learning in the senior part of the school. Teachers and leaders ensure they sort out problems quickly. However, poor behaviour disrupts learning too often.

Leaders make sure they provide a wide and varied offer to their pupils beyond the school day. Pupils can choose from a wide range of sporting and creative clubs. These clubs are on offer to every age group in the school and they are free of charge. Leaders make sure that older pupils receive appropriate and impartial careers advice.

The headteacher, senior leaders and governors work well together to develop the school. They have had a significant challenge in the new build project and its aftermath. Most staff enjoy working at the school and are proud to work there. They support the leaders' vision of all-through education. Most believe that leaders monitor carefully their workload. However, a sizeable minority of staff would like to see leaders be more considerate of their well-being. They do not always feel supported and heard.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are fully aware of their safeguarding responsibilities. They have worked hard to set up systems and processes to ensure that staff pick up any concerns quickly. Staff are alert to signs that a pupil might be at risk. They are quick to report these. Leaders then make decisions about how best to support those pupils' well-being. They work well with families. They also involve relevant agencies to secure the help families need.

Governors ensure that they keep up to date with training. They monitor the school's recruitment processes. They also visit the school regularly to check on the school's wider safeguarding work.

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

### **(Information for the school and appropriate authority)**

- Leaders have not made sure that expectations of pupils are sufficiently and consistently high across the whole curriculum, especially at secondary level. Therefore, not all pupils achieve as well as they should. Leaders need to look again at how well the intended curriculum is delivered, particularly in English and modern foreign languages, so that pupils learn securely and have a lasting understanding of what they learn.
- The focus on reading at primary level is not securely carried through at secondary level. As a result, older pupils do not read widely enough. Their reading skills are not well developed. This has a restraining effect on their overall progress. Leaders need to develop a reading strategy across the whole school that helps develop breadth and depth in reading across subjects.
- Too many staff, pupils and parents are concerned about poor behaviour and how effectively leaders deal with it. This poor behaviour impacts on pupils' well-being and learning. Leaders need to diminish instances of disruption in lessons and at social times.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in September 2016.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	116463
<b>Local authority</b>	Portsmouth
<b>Inspection number</b>	10200086
<b>Type of school</b>	All-through
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1424
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sara Williams
<b>Headteacher</b>	David Jeapes
<b>Website</b>	<a href="http://www.mayfield.portsmouth.sch.uk">www.mayfield.portsmouth.sch.uk</a>
<b>Dates of previous inspection</b>	21 and 22 September 2016, under section 5 of the Education Act 2005

## Information about this school

- The school has recently moved into a new school building on the existing site.
- This academic year saw the first Year 6 transferring from the primary section to Year 7 in the secondary section.
- The school currently uses a range of alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 8 of the Education Act 2005

- This was the first routine inspection the school received since COVID-19 pandemic began. Inspectors discussed the impact with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: early reading, English, history, Spanish, mathematics and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with

teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

- Safeguarding arrangements were reviewed by inspectors. They looked at relevant documentation, staff recruitment checks and training. They also considered how well adults in the school act on emerging concerns about pupil welfare.
- Meetings were held with leaders, governors, including the chair of governors, and the local authority adviser attached to the school.
- The team spoke with staff and pupils to gather their views. They considered 124 responses to Ofsted's online survey, Parent View, including 81 free texts. Inspectors also took account of 134 responses to the survey for staff and 303 replies to the pupils' survey.

### **Inspection team**

Yasmin Maskatiya, lead inspector

Her Majesty's Inspector

Chris Ellison

Her Majesty's Inspector

Judith O'Hare

Ofsted Inspector

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