



ISI Independent
Schools
Inspectorate

Regulatory Compliance and Educational Quality Inspection Reports

Mayfield Preparatory School

November 2021

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School's Details

School	Mayfield Preparatory School			
DfE number	335/6000			
Registered charity number	1175360			
Address	Mayfield Preparatory School Sutton Road Walsall West Midlands WS1 2PD			
Telephone number	01922 624107			
Email address	info@mayfieldprep.co.uk			
Headteacher	Mr Matthew Draper			
Chair of governors	Mrs June Aubrook			
Age range	2 to 11			
Number of pupils on roll	205			
	EYFS	62	Juniors	143
Inspection dates	30 November to 3 December 2021			

1. Background Information

About the school

- 1.1 Mayfield School is a co-educational day school, situated in a residential area of Walsall. It is part of the Queen Mary's Schools Foundation, which is a registered charity. The other two schools in the foundation are the state-maintained Grammar School for Boys and High School for Girls. Until 1944, the school was the preparatory school for the High School for Girls. In that year, it was set up as an independent school in its own right. The school has a board of governors separate from the other schools in the foundation. Governors include trustees of the foundation.
- 1.2 During the period March to May 2020, the whole school remained open only for children of key workers. During this period of closure, the school provided remote learning materials for all pupils. From June 2020, the school opened to EYFS, Year 1 and Year 6. From July 2020, the whole school re-opened.
- 1.3 In the interests of infection control during the COVID-19 (coronavirus) pandemic, inspection evidence was gathered partly remotely and partly on site to reduce contact within the school setting.
- 1.4 In line with the direction given by the Department for Education (DfE) at the time, no evaluation has been made of the nature or effectiveness of any provision made during the period March to August 2020, including its impact on pupils' learning, achievement or personal development. Any concerns relating to pupils' welfare during this period which directly relate to measures implemented by the school have been considered.
- 1.5 During the lockdown period of January to March 2021, all pupils other than vulnerable pupils, children of key workers and children in Pre-Nursery and Nursery received remote learning provision at home.
- 1.6 Since 2020, EYFS profiles have not been externally moderated.

What the school seeks to do

- 1.7 The school aims to provide a constant, caring environment where academic excellence is achieved through a broad and balanced curriculum underpinned by the promotion of fundamental British values and the development of social, moral, spiritual and cultural awareness. It aims to encourage a sense of curiosity, confidence and determination in its pupils and to ensure that consideration and courtesy towards others make a positive contribution to the wider community.

About the pupils

- 1.8 The pupils come from a range of ethnic backgrounds. Standardised tests taken in Year 1 show the pupils to be of average to slightly above average ability. The school has identified eight pupils who require support for their special educational needs and/or disabilities (SEND). One pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for one pupil, who requires additional support for their English. Data used by the school have identified 27 pupils in the school's population as being more able, and the curriculum is modified for them.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a REGULATORY COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

COVID-19: Inspection judgements do not cover the period March to August 2020 inclusive.

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 National Curriculum tests in the years 2018 to 2019 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 Pupils receive relationships education in the junior school. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

2.13 Suitable toilet and changing facilities, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.15 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.16 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.17 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.18 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.

2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school. Where the school's own names differ from those used nationally, the details are given in the table below:

<i>School name</i>	<i>National Curriculum name</i>
Kindergarten	Reception
Transition	Year 1
Form I	Year 2
Lower II	Year 3
Form II	Year 4
Upper II	Year 5
Lower III	Year 6

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- The pupils make excellent progress over time, attain extremely well in examinations and go on to gain entry to a range of schools with high standards of entry.
- Pupils are excellent communicators; their speaking, listening, reading and writing skills are extremely well developed.
- Pupils' attitudes towards learning are exceptional; they love to learn and want to find out as much as they possibly can.
- Pupils' ICT skills are less well developed than their other considerable strengths.

3.2 The quality of the pupils' personal development is excellent.

- Pupils' behaviour is excellent, both in the classroom and at other times during the school day.
- Pupils' deep respect for their own and others' diverse cultures is highly developed.
- Pupils are socially aware; they demonstrate the ability to work effectively with others to solve problems; and they collaborate to achieve common goals.
- Pupils' spiritual understanding is excellent.

Recommendation

3.3 In the context of the excellent outcomes, the school might wish to consider:

- Developing the pupils' ability to use ICT to enhance their learning.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is excellent.
- 3.5 Pupils at Mayfield Preparatory School demonstrate high levels of academic and extra-curricular achievement as a result of highly supportive teaching and nurturing pastoral care. The commitment of senior leaders ensures pupils attain excellent results in externally standardised tests, and their performance in national examinations is historically strong, in line with the aims of the school. Comprehensive tracking and monitoring procedures enable teachers and leaders to identify relative areas of weakness in the curriculum and the performance of cohorts and individual pupils, leading to interventions being provided to support those pupils. All pupils, including those with SEND and those who are most able, make excellent progress, both within individual lessons and over time, due to the sensitive and well-planned support provided by the school.
- 3.6 Pupils' knowledge, skills and understanding across different areas of learning are excellent. Pupils are hugely enthusiastic about acquiring new knowledge and are skilled in their application of techniques and methods. They draw upon previous learning with accuracy and demonstrate success in applying this to problem-solving exercises such as in a mathematics lesson in Year 5 where their handling of fractions was assured and their progress was rapid. Comprehensive curriculum planning by senior leaders and curriculum leaders ensures pupils develop strong literacy and numeracy skills as well as a range of other skills in the humanities, science, physical education (PE) and creative subjects, such as music, art and drama. In their response to the pre-inspection questionnaire, all pupils felt their skills and knowledge improve in most lessons.
- 3.7 Mayfield pupils are excellent communicators. They speak with confidence and need little encouragement to contribute to a range of activities, both in the classroom and beyond. They love drama, public speaking and performing in productions and clearly relish every opportunity they are given to develop these skills. Their listening skills are well-honed, as can be observed in lessons across the school where they are respectful and engaged. From the earliest age, children love to read. In Nursery, their reading sessions, supported by taking books home, enable rapid development of strong phonic skills. This level of engagement continues throughout the school through reading schemes, library sessions, competitions and, for the most able, a much sought-after high-level reading group. Pupils' writing skills develop rapidly, and a voracious approach to creative writing pervades their learning across the curriculum, with highlights in English and the humanities. In an English lesson in Year 2, pupils demonstrated excellent understanding of linguistic terms including noun phrases and similes, producing some extremely creative poems using highly effective language including, 'I am a horse galloping in the bright golden sunshine'. Pupils in Year 6 demonstrated excellent comprehension skills when studying *The Hound of The Baskervilles* and expressed carefully considered opinions about philosophical questions in current affairs.
- 3.8 Pupils' numeracy skills are particularly well-developed, and they demonstrate a clear desire to answer questions and to explain their mathematical thinking. Their enthusiasm for a wide range of mathematical activities is evident at all stages, and this positive attitude leads to some pupils actively seeking additional mathematical challenges to complete in their own time. Pupils use their numeracy skills beyond the classroom and are skilful at manipulating data in science, humanities, PE and art. Pupils in Year 4 were assured when plotting line graphs in their after-school study skills session and were able to devise questions based upon graphs. Pupils enjoy using ICT for a limited range of activities across the curriculum which include research and presentations, and they can use tablets for recording their work and that of others. The extent to which pupils use ICT in their learning is restricted by the lack of opportunities to develop their skills. Pupils also spoke about coding and animation work that they have enjoyed.
- 3.9 Pupils develop higher-order thinking skills throughout their learning in the school and respond positively and creatively to open-ended tasks, driven by their sheer enthusiasm for learning and their willingness to engage in challenging, problem-solving tasks. Their ability to analyse, hypothesise and

synthesise develops at an early stage and, in one lesson about Boudica, a pupil in Year 2 asked, 'Does that mean all Romans are bad?' Pupils engage effectively in tasks that challenge them in the why, what, and how approach to learning. In all year groups, pupils work with independence, and they embrace challenge. Pupils in Reception demonstrated excellent study skills during a paired phonics activity, and pupils in Year 6 displayed well-developed higher-order thinking and analytical skills when considering contrasting viewpoints in a current affairs discussion. In response to the questionnaire, almost all parents felt that the school equips pupils with the team-working, collaborative and research skills they need in later life.

- 3.10 Pupils' achievements outside the formal curriculum are many and varied. In music, cycling, chess, sport, art, mathematics and writing, they are highly successful in securing awards, medals and other successes in school, in the local community and at national events. Most pupils in Year 6 successfully gain places at a range of grammar schools with high standards of entry as well as local independent schools, with a small proportion of pupils winning academic and other scholarships. Pupils take part in school sports team fixtures against local schools, and individual pupils have enjoyed successes at county, national and international levels in a range of sports. Mayfield pupils love to perform, and their achievements on stage in annual concerts, productions and carol services are manifest in the enthusiasm they demonstrate whilst rehearsing for such events.
- 3.11 Pupils' attitudes towards learning are exceptional. Pupils of all ages love to learn and want to find out as much as they possibly can whilst demonstrating a genuine desire to embrace challenge. They show great resilience and independence; for example, in Year 2, when creating their own versions of well-known stories, such as *Little Red Riding Hood*; pupils in Year 6 enjoyed deciphering challenging vocabulary in their comprehension lesson, and pupils in Year 4 enjoyed an art lesson in a calm and purposeful manner. As pupils progress through the school, they demonstrate increasing initiative and a growing sense of ownership of their own learning as well as working collaboratively more effectively with others. They challenge themselves when given the opportunity to decide which level of task to tackle, and they never shy away from challenge. Teachers continually encourage pupils to stretch and challenge themselves. In response to the questionnaire, all pupils felt that their teachers are supportive.

The quality of the pupils' personal development

- 3.12 The quality of the pupils' personal development is excellent.
- 3.13 The pupils' enjoyment of school life is clearly evident in all that they do. They are acutely cognisant and appreciative of the special environment in which they learn, and this is a result of the outstanding pastoral care provided by senior leaders and form teachers throughout the school from the earliest age. Pupils of all abilities develop a sense of self-knowledge which enables them to express their ideas and opinions, which they do so clearly and coherently, for example, in preparing for school council. They demonstrate self-esteem and self-confidence in a bold, yet respectful manner as seen in their participation in competitions and public-speaking opportunities, for example when they make speeches to become head boy or head girl. Their well-honed self-discipline and resilience are evident in their approach to completing self-directed projects and presentations and developing an understanding of how to improve their own learning and performance. In response to the questionnaire, most parents felt their children are well-prepared for life in senior school.
- 3.14 Pupils demonstrate excellent awareness of the fact that the decisions they make will influence their academic success, their relationships and well-being. Whilst teachers create an environment of high expectation, pupils choose to challenge themselves in lessons and to strive for excellence. Pupils are considered in the decisions they make with regard to the impact upon the relationships they have with others and are aware of the need to listen to their peers. They fully appreciate the opportunities they are given to make decisions such as choosing the head boy and head girl or deciding which level of challenge is appropriate for them in lessons. The school council offers pupils the opportunity to

effect change through the decisions they make, and these have affected changes to playground equipment and choosing which charities are to be supported.

- 3.15 Pupils develop excellent spiritual understanding through a wide range of experiences and events in their school lives. They have an appreciation of non-material aspects of life and enjoy celebrating religious festivals from different faiths. Their knowledge, understanding and sensitive appreciation of the beliefs of others' faiths and religions is a hallmark of Mayfield pupils, the unforced and natural lifeblood of the school. They clearly value the multi-cultural ethos of their school. The school organises a range of visits and events to develop respect for diversity, and this is equally evident in the inclusive nature of the pupils themselves. Pupils are inclusive towards those with individual needs, and pupils in Year 6 recognised that there are many different types of disability during their current affairs lesson. Pupils in Year 5 spoke of the value of meditation and mindfulness, which they recognised helps them to deal with anxiety or stress. Pupils respect and value diversity within society and their deep and honest integrity in this area is quite remarkable in everyday school life, demonstrating sensitivity and tolerance to those from different backgrounds and traditions; not in a contrived or merely tolerant manner, but as an integral and highly developed facet of their values and personalities. Pupils expressed the view that the school helps them to have a strong spiritual understanding.
- 3.16 Pupils' behaviour is excellent, both in the classroom and at other times during the school day. Pupils have strong moral values and genuinely want to respect the school rules, which creates a pervasive atmosphere of positivity. The pupils confidently expressed the view that they behave well towards each other and described their own behaviour using a variety of superlatives. They also feel that sanctions are used fairly and showed maturity in recognising that they can have a positive impact. The school's strong focus upon self-reflection to reinforce the expectations when pupils make wrong decisions undoubtedly helps to promote and develop pupils' moral values.
- 3.17 Pupils of all ages are socially aware and have excellent collaborative skills which enable them to solve problems and achieve common goals. The youngest children appreciate the need to work together when building bridges for teddy bears and are sensitive to the needs of others. Older pupils demonstrated excellent awareness of a range of social issues in their current affairs lessons and felt that the inability of world leaders to work together had, in their opinion, resulted in COP26 being a failure. In response to the questionnaire, almost all parents felt that the school helps their children to develop strong teamwork and social skills.
- 3.18 Pupils show excellent awareness of the personal responsibilities placed upon them to contribute positively to the lives of others in the school, the local community and wider society. Pupils enjoy celebrating the achievements of others in the school, and this is evident during lessons. A range of charitable events is arranged by the school, and the children talk positively about their participation in these activities, expressing their view that the harvest food donations are very important. Children in the EYFS donate money through a Paddington Bear appeal, and they understand that this money helps people facing difficulties in other countries. Pupils' awareness of the need to contribute positively to the lives of others was highlighted when they explained they would like to choose the charities they support.
- 3.19 Pupils know how to stay safe, both in the real world and online; they are quite clear about the areas of danger potentially affecting their lives and have developed a clear understanding. Pupils appreciate the annual focus on online safety at the start of each year in ICT lessons and spoke confidently of the need to maintain anonymity in certain scenarios, protect passwords and identity and to adopt the school's approach of 'control and communicate'. They understand the importance of being physically healthy and value the opportunities they have in school and beyond to participate in team and individual sports and activities. Pupils enjoy the challenge presented by the 'bleep' test in PE and view this as an opportunity to gauge their physical fitness. They also understand how to be mentally healthy, and the school creates an environment where this aspect of their lives is taken seriously and is seen as an area for all pupils to nurture. Pupils understand the importance of a healthy diet and were recently delighted to have hot lunches added to the school's provision. In response to the

questionnaire, almost all parents felt that the school encourages their children to adopt a healthy lifestyle.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Alexander Mitchell	Reporting inspector
Mrs Pamela Johnson	Accompanying inspector
Ms Rachel Pairman	Compliance team inspector (Deputy head, IAPS school)
Mr Robert Francis	Team inspector (Head, ISA school)