



Inclusion Quality Mark (UK) Ltd

11th July 2016

Ms Sue Bainbridge
Headteacher
Mayfield School
Wheeler Street
Lozells
Birmingham
B19 2EP

Centre of Excellence Review Date: 29th June 2016

Summary

Mayfield School is situated in the East Handsworth and Lozells ward of Birmingham. The four school buildings are based on two sites: Heathfield Road and Wheeler Street. Pupils are attracted to Mayfield principally from the northern and central wards of the city. All pupils have Special Educational Needs and benefit from statements held by Birmingham and other Local Authorities. The school educates pupils with a range of learning difficulties including SLD, PMLD and pupils on the Autistic spectrum.

Lime Tree Children's Centre

Lime Tree is a purpose built Children's Centre that developed from a local Sure Start initiative. It is based on Heathfield Road on a shared site with Mayfield's primary school. The centre features an integrated nursery where SLD pupils from Mayfield pupils work alongside local children. Many of the Children's Centre staff are contracted through the school and are therefore line managed by senior staff. They are currently looking at opportunities to create opportunities for a greater degree of shared working to include training opportunities across the Lime Tree hub.

Mayfield Primary School

Foundation, Key Stages 1 & 2
Number of pupils: 140

The school building on Heathfield Road is currently being refurbished as part of an extension plan to enable the school to take more pupils in the future. The refurbishment will change the flow of the building, allowing the school to use the facilities to support community use and also to meet the growing number of ASD pupils in EYFS. A brand new sensory and rebound area is being installed as well as the remodelling of classrooms and support service facilities to secure a high level educational offer for all pupils, staff and parents. The site already has its own hydrotherapy facility with hoist

access for pupils and in addition will soon have some exciting new outdoor areas to provide alternative learning spaces for children.

Holte Mayfield Lozells (HML)

Address: Wheeler Street, Birmingham, B19 2EP

Key Stages: 3, 4 & 5

Pupil numbers: 125

This is one of the 'Building Schools for the Future' projects that survived and is a purpose built investment into a needy community. Holte is an 11-19 comprehensive: Lozells is a primary school, 125 Mayfield pupils are educated within the integrated site. The classrooms are spacious, well resourced, with large amounts of both open and discreet storage space. Outside the classrooms and within each cluster, fully equipped social learning zones are used to promote individual learning, small group work and independence.

Specialist facilities include a hydrotherapy pool, rebound therapy and sensory areas. In addition, Art, Drama, Music, Design Technology, PE and Science facilities were designed into mainstream clusters so that the principles of shared learning can be easily practiced.

Horticultural and Independent living areas promote both national curriculum and accreditation links. They also advance opportunities for pupils and staff to work together.

Young people have space and facilities outside, both adjacent to their classrooms and around the building designed to promote exercise and healthy choices.

Mayfield at the Lighthouse

In October 2013, six Year 14 students from Mayfield became the first group of young people to benefit from the new partnership with the Birmingham Youth Service which is based at the Lighthouse Young People's Centre.

This brand new facility, which is at the centre of the local community, is currently used as the base for 25 of the Post 19 students by 2015. This post 19 work is currently under discussion and the school hopes to be working with sponsors in the future to safeguard this provision for an identified number of pupils.

Quotes from Ofsted September 2014

"Leaders and managers at all levels, supported by the strong governing body, have a clear vision for the school which is shared by all staff."

"Leaders and managers at all levels are fully accountable to the governing body who carefully monitor all aspects of the school. In turn senior leaders and subject co-ordinators

carefully check their areas of responsibility observe teaching, scrutinise work and information on pupil progress. This has resulted in a rapid improvement over the past two years especially in pupils' progress rates and levels of engagement."

"Teachers have a clear understanding of the needs and abilities of each pupil in their classes."

"They set aspirational targets for each individual pupil and the school as a whole."

"The senior leadership team has used the pupil premium funding effectively to provide specialist support for some groups of pupils and one-to-one adult support for pupils who require a more personal approach."

"The school supports families in coping with their child's special needs and in how they can support and maintain their learning at home."

"Teachers plan effectively and use the information they have on their pupils' progress and attainment to make sure that work is well matched to the needs and abilities of each pupil."

This is the second assessment for the school. Mayfield School work closely with other special schools across the city of Birmingham to develop curriculum and approaches to support the full range of SEND from 2 to 25 years. The school also works with 9 mainstream Birmingham schools within the International links programme, Connecting Classrooms funded by the British Council. As part of this work they also work with RASA School in Chennai in India and Mampong School for the deaf in Ghana. They have recently supported the opening of a new special school in Ghana focusing on sharing their expertise in alternative methods of communication.

The school was keen to develop the role of parents in contributing more robustly to the development of inclusion policy and practice. Since September 2015, a group of 6-8 parents have met each term and have prepared a constitution and a calendar for the following year so as to continue their work. The work of the group along with senior leaders of the school, helps to signpost and broker additional support for parents such as ESOL classes.

The new PMLD curriculum went through the parent council and was therefore consulted on proposed changes. Parents were also involved in devising a new home-school agreement and have been involved in the Inspire workshops where parents visit classes.

The school has recently amended its staffing structure and has created new level 4 TA HLTA posts used to support a coaching model and approach to achieve the school's coaching award. One of the Lead TAs told me that their remit was to set a standard for TAs and act as a role model. Additionally, they had a role in supporting TAs, helping them to develop professionally. An example was how a TA for whom English is an additional language wanted support to help develop her written English.

The Lead TA also acted as mentor to NQT and RQT and other staff who might require support identified through the school's performance management arrangements. The school planned to extend the role of Mayfield within the HML campus as a training provider with reference to teaching and support staff teaching/supporting pupils with identified individual needs. To this end the deputy headteacher has been seconded to Lime Tree Children's Centre and is offering training and support at other settings. Training has been delivered to Lozells staff in Makaton. Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.

Mayfield has supported Holte with behaviour strategies including Team Teach and has supported staff at Lozells Primary School to implement different strategies and resources for children identified with additional needs. An example of this was to model the use of communication aids, symbol support, social stories, work cards and Makaton. Also, the school has provided Lozells School with support in their EYFS provision re physical disabilities.

The school has agreed a Service Level Agreement with Birmingham LA to provide additional resource to support excluded pupils and the former Caretaker's house has been developed to provide a resource base for pupils at risk of exclusion from mainstream provision.

The school is working with University College Birmingham toward a coaching and mentoring award for the school. It is hoped that coaching teams will enable staff to develop skills together as an educational community which impacts on all staff and pupils over time.

Further develop the number of students from Holte on work placements in Mayfield, including the already positive links established with siblings in Holte and Lozells. A yearly plan has been created to identify student placements and they have started this year and it is planned to continue the placement programme next year. The siblings group is planned to support pupils who have siblings at Mayfield, providing coping strategies and emotional support.

During my visit, I spent time in the Sixth Form Centre and was impressed by the quality of provision and the welcome that I received from staff and, in particular, the students. I was told about the work experience at Kingstanding Community Allotments each week and the visit each week to the local Methodist church to support the coffee morning. All these programmes serving not only to provide a valuable experience for the young people but also to raise awareness and promote positive messages amongst the local community. Part of the curriculum provision is to organise Travel Training. It is planned to introduce the Duke of Edinburgh Award next year.

When I visited the Sixth Form Centre, the students were busily preparing artefacts for their Young Enterprise, 'Rainbow Enterprises'. One of the students wanted to show me the promotional video they had produced and which won the national award in its

category – quite an achievement. He arranged for two chairs to be placed in front of the screen, one for him and one for me. The video began and as the other students realised that their creation was playing, they very quietly stopped what they were doing and stood behind me and my host to watch their production with immense pride. The video ended with the slogan “Show someone you care this Christmas with Rainbow Enterprises”. It was a touching moment.

There were many other exciting and worthwhile activities including a programme in association with Birmingham Repertory Theatre which has enabled students to support the ‘Relax’ performances at the theatre. Each week, a member of staff from the theatre works with the students.

The new intervention manager posts at primary and secondary have secured improvement for pupils and have helped to develop relevant interventions to secure catch up for those who have missed out on education due to ill health. Interventions have included occupational therapy, music therapy, play therapy and yoga.

In support of the school’s clear desire to continue the recent improvements, it has introduced the ImPACTS curriculum to improve outcomes for PMLD pupils. The ImPACTS programme offers a specialised curriculum in five Key Skill Areas: Communication, Cognitive Skills, Environmental Control Technology, Social and Emotional Well Being and Physical Skills (Gross and Fine Motor).

The school has introduced new assessment criteria and systems (SOLAR) in line with central Government changes to P levels and progress guidance. Pupils’ behaviour information from Sleuth is reviewed weekly in SLT phase meetings to examine the impact of interventions and to modify as appropriate. At KS4 the school has introduced GCSE qualifications.

There is a thriving ‘Connecting Classrooms’ programme well established at the school which is enriching the curriculum and experiences of the children. The strongest relationship is with Man Pong school in Ghana. The school has opened a special school called Samantha School (named in honour of the member of staff from Mayfield who lead on Connecting Classrooms). Not content with the excellent work already undertaken, the school is now looking to become a Centre of Excellence for Global Learning.

Mayfield School is a positive, very welcoming, forward looking and outward looking school. The Headteacher is clear how the school needs to continue developing and is ably supported by her senior leadership team, all of whom have high expectations and ensure that the supportive, caring and inclusive framework is maintained. Staff are committed professionals who provide a broad range of high quality provision and care for children who have profound and complex needs. It is an inspirational place to visit.

Assessment Commentary on COE Action Plan for 2016 – 2017 (Review 1)

Maintain the clear focus on the Ofsted advice/guidance from the most recent report (September 2014) in order to achieve outstanding: "Teaching in Key Stages 3 and 4 and in the Post 16 provision is not as strong as that in Key Stages 1 and 2."

Clearly, the quality of teaching has a direct impact upon outcomes for young people and so it is appropriate that the disparity between phases is addressed. There is clear evidence that work to do so is beginning to have an impact and the introduction of new arrangements for performance management and the plans for coaching (see below) will move the school forward still further.

Continue to work with University College Birmingham toward a coaching and mentoring award for the school. It is hoped that coaching teams will enable us to develop skills together as an educational community which impacts on all staff and pupils over time. Development of a sibling support group in conjunction with Holte to enable pupils with disabled siblings to develop a support network which we will facilitate.

This was an area of concern for the school in that it can have a significant impact upon the progress of young people and their families. It is testimony to the school that their judgement is astute and looks for solutions beyond the immediate and obvious.

Recommendation

Having completed a thorough and full review and having discussed and agreed the targets cited above, I am of the opinion that Mayfield School should be awarded Centre of Excellence status and be reviewed again next year.

Assessor: Barry Carney

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



.....
Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd