

Inspection of Maynards Green Community Primary School

Maynards Green, Heathfield, East Sussex TN21 0DD

Inspection dates: 11–12 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

The previous 'outstanding' judgement reflected the school's overall effectiveness in April 2019 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

What is it like to attend this school?

Pupils enjoy coming to this school. They benefit from an extensive range of opportunities to learn about things beyond the subjects they study in classrooms. The regular 'welly walks' along local countryside trails are enjoyed by pupils as well as staff. These and other outdoor experiences are valued as an important part of pupils' school experience.

There is an evident community ethos in the school. Each pupils' individuality is recognised and valued. Pupils are happy and safe and are exceptionally well cared for here.

Leaders expect the best from all pupils. Pupils know the rules of their school well and are involved in developing these with school leaders.

Most pupils achieve well in the subjects they study. They are guided to be aware of their own mental health and well-being needs. They are unafraid to have a go when the work their teachers set them is difficult. As a result, most pupils develop as confident and resilient individuals.

The majority of pupils behave well. They respond positively to the instructions they receive from staff. Pupils say bullying is very rare, but that if it does occur, it is swiftly dealt with by staff.

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

Leaders have developed an ambitious curriculum for all pupils to study. Mostly, it is planned well to help pupils remember and build on what they have learned previously. For example, in a classroom visit, children in the early years were exceptionally curious when dissolving gingerbread biscuits and being asked thoughtful questions about what they were seeing. After this, they planned further activities enthusiastically with their teacher to see if other biscuits would dissolve in the same way.

Teachers plan a range of interesting learning activities to help pupils know and remember more. Pupils in Year 6 concentrated fully on finding the value of missing angles in triangles during a mathematics lesson. However, sometimes in subjects such as science, the planned activities are not designed to help pupils develop their knowledge and skills well enough. As a result, some pupils become confused about their learning or lose interest and off-task behaviours emerge.

Leaders make sure reading is at the heart of every pupils' day. Children in the early years quickly learn the letters and sounds that they need to help them develop their early reading skills. Teachers plan many opportunities for pupils to practise the sounds they learn. Children in Year 1 enjoyed spotting how the same letters make different sounds in the words 'steam' and 'healthier' in a phonics session. Teachers

ensure that older pupils read a wide range of books. Pupils read to their teachers and each other often. Leaders ensure that pupils in need of additional support receive the help they need to catch up.

Leaders' focus on developing pupils' character and resilience is exemplary. Thoughtful curriculum activities support pupils' strong progress in these areas. Varied classroom debates are built into the curriculum. Pupils enjoy visits to a local care home so that they can read and create art and craft work with the residents. Pupils are very confident to speak their views, listen to and engage with others. They are caring and accepting of others' differences. One pupil spoke for many other pupils when they said, 'It is exciting to meet people from other countries.'

Leaders provide excellent opportunities for pupils to develop their understanding of life in modern Britain. For example, pupils' work to improve their own environment has a high profile. Year 1 pupils worked together enthusiastically to help reduce the impact of plastic in the sea. Older pupils have a very secure understanding of democracy and the rule of law. One pupil speaking for others said, 'Democracy is about our freedom.' Pupils enjoy the wide range of school trips, clubs and competitions on offer in the school. These include swimming and entering poetry competitions.

Leaders support the needs of pupils with special educational needs and/or disabilities very well. Teachers know the individual needs of these pupils. As a result, this vulnerable group achieve highly.

Governors know their legal duties well and work closely with school leaders. Nevertheless, governors do not have an accurate enough understanding of the impact of leaders' work on improving the quality of education at the school. Consequently, they are swiftly upskilling and adjusting their roles and responsibilities to address this.

Staff feel very well supported by leaders. They feel listened to and valued. Parents are also highly supportive of the work staff do for their children's education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed systems and processes that support pupils' safety appropriately. They ensure that staff are well trained and know how to report any concerns they might have. Staff use the school's systems to protect pupils well. Leaders respond swiftly to any concerns raised.

Governors check often that the culture of safeguarding remains effective. Leaders work well with other agencies. They put the child at the centre of all their actions. They ensure that vulnerable pupils and their families receive appropriate help. As a result, vulnerable pupils and their families receive the care and support they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most teachers plan activities that help pupils learn the subject knowledge and skills the curriculum intends. They select appropriate materials and present them clearly to build pupils' knowledge over time. However, in a few subjects, such as science, this is not always the case. As a result, some pupils do not always have the knowledge they require to move on successfully with their next steps. Leaders need to ensure that the school's curriculum is always planned and delivered so that all pupils are prepared well enough to move to the next stage of their learning in all subjects.
- Governors have re-established their roles and responsibilities after a period of uncertainty. However, the information governors receive or review is not always focused enough on the school's priorities for development. Consequently, governors do not always have an accurate view of how well the school is doing to address the school's priorities for improvement. Governors need to further develop their understanding of leaders' work, so that they are even better placed to support and challenge leaders to improve the school in the future.

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 Ofsted Parent View information 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

Unique reference number	114407
Local authority	East Sussex
Inspection number	10132758
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair of governing body	James Robinson
Headteacher	Simon Hughes
Website	http://www.maynardsgreen.e-sussex.sch.uk
Date of previous inspection	2–3 April 2019, under section 5 of the Education Act 2005

Information about this school

- The interim headteacher started in January 2020.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

The previous 'outstanding' judgement reflected the school's overall effectiveness in April 2019 under the relevant inspection framework at that time.

The new judgement of 'good' reflects the current inspection framework as well as any changes at the school since the last inspection.

- We met with senior leaders, curriculum leaders, teachers and pupils.
- We met with a representative group of governors. We spoke with a representative of the local authority on the telephone.

- We met with parents at the start of one day of the inspection. We considered the responses to Ofsted’s online survey, Parent View.
- We reviewed the school’s website, the publicly available information about pupils’ performance and other relevant school documentation.
- We reviewed safeguarding procedures in place at the school, including checking the single central record and safeguarding policies. We met with the designated safeguarding lead.
- We observed pupils’ behaviour in classrooms, at playtimes and lunchtimes and around the school.
- We did deep dives in these subjects: reading, writing, mathematics and science. This involved us talking to subject leaders, teachers and pupils about learning in these subjects. We also considered pupils’ work.

Inspection team

Dylan Davies, lead inspector

Her Majesty’s Inspector

Rosemary Addison

Ofsted Inspector

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