

Inspection of a good school: Maidenbower Junior School

Harvest Road, Maidenbower, Crawley, West Sussex RH10 7RA

Inspection dates:

12 and 13 October 2022

Outcome

Maidenbower Junior School continues to be a good school.

What is it like to attend this school?

Leaders and staff know every pupil in this large school. They strive to ensure that the school is as fully inclusive as possible. Relationships between adults and pupils are a strength. Pupils feel safe. They know that adults have time for them and listen to their concerns.

Pupils, including those with special educational needs and/or disabilities (SEND), are enthusiastic learners. They work hard and concentrate well in lessons. Pupils know their teachers have high expectations of them and rise to the challenge. Classrooms are calm because pupils behave exceptionally well. Those pupils who do struggle with their behaviour receive the support that they need. Pupils enjoy playing with their friends. Year 6 peer mediators support pupils on the playground. In addition, pupils know that adults will deal with any incidents of bullying.

Pupils value the opportunities they have to take on roles of responsibility. The Year 6 sports crew encourages and supports younger pupils as they take part in the half-termly Maidenbower mile run. The junior leaders team thinks creatively about how to raise money. For example, Year 6 running the mile dressed in their pyjamas to raise funds for the Swanage residential.

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

Leaders and governors have high ambitions for all groups of pupils, especially pupils with SEND. They have developed a broad curriculum that engages and interests pupils. Leaders make clear what all pupils need to know and remember. Teachers ensure that lessons build on what pupils have already learned in school. When they introduce new learning they check that pupils understand. Pupils with SEND receive effective support. When necessary, teachers adapt tasks to ensure that these pupils follow the same learning as their peers. Teachers review pupils' learning at the end of each lesson. This enables them to put in support for those who are not yet confident. They revisit learning where necessary, so that pupils keep up and are ready for the new learning. Teachers

identify pupils who need further practise to secure their understanding of key curriculum content.

Leaders know that pupils must be fluent readers in order to access the whole curriculum. A new approach to the teaching of reading has enabled pupils to study a wide range of quality texts. Through reading these texts pupils learn the key skills they need to become experts in reading. Alongside these texts, pupils select an appropriate reading book that interests them. This approach, as well as being read to daily, is developing their love for reading. However, leaders know that some pupils in the lower years are struggling to become fluent readers. The school's support for these pupils is not effective in helping them to catch up quickly enough. Leaders have bought a systematic phonics programme to strengthen the support for these pupils. However, it is not yet fully embedded.

Leaders are knowledgeable about the barriers to learning experienced by pupils with SEND. Procedures are in place to quickly identify pupils who need support. Staff are well trained to meet the needs of pupils. Pupils with SEND, particularly those who attend the resource base, are fully included in the daily life of the school.

Pupils' behaviour is exemplary in lessons and as they move around the school. During lessons they listen well, concentrate and cooperate with each other. They are respectful to both adults and peers.

Leaders ensure that pupils learn about different religions and cultures and visit different places of worship. Pupils are taught to recognise and respect differences. Across the school, pupils are encouraged to become champions for their religion. Leaders organise a careers fair for Year 6 to widen pupils' knowledge of the different employment routes available to them. Pupils enjoy the many after-school clubs and school trips which leaders organise.

Staff feel truly well supported and valued by leaders. They appreciate the opportunities for their professional development and the strong emphasis leaders place on their well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the school. Leaders have ensured that staff are well trained to recognise signs that might be a concern. Staff know the procedures they need to follow if they are worried about a pupil. Leaders make sure that pupils and their families promptly receive the support they need. Leaders have developed a safeguarding curriculum, so that pupils can learn to recognise and understand how to keep themselves safe out of school. For example, across the school pupils know not to make friends with strangers online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Support for pupils who are still learning to read is not fully effective. Some pupils are not catching up quickly enough to become fluent, competent readers. Leaders need to ensure that these pupils receive high-quality support and guidance and read books that are appropriately matched to their reading knowledge.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

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.

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	131603
Local authority	West Sussex
Inspection number	10227915
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	570
Appropriate authority	The governing body
Chair of governing body	Patricia Wright
Headteacher	Elaine Jenkins
Website	www.maidenbowerjunior.co.uk
Date of previous inspection	9 and 10 May 2017, under section 5 of the Education Act 2005

Information about this school

- The school has a specially resourced provision for 16 pupils with education, health and care plans for pupils with autism spectrum disorder or social communication needs.
- The school does not currently use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteachers, the inclusion leader and the leader of the specially resourced provision. The inspector also met with five governors and spoke to two representatives from the local authority.
- Deep dives were carried out in these subjects: early reading, physical education and mathematics. For each deep dive, the inspector met with subject leaders, visited lessons, had discussions with pupils and staff, and looked at pupils' work.

- The inspector met with members of the safeguarding team to review records, policies and staff training.
- The inspector heard some pupils read and also spoke to different groups of pupils.
- Responses to the online survey, Ofsted Parent View, and parents' free-text comments were considered.

Inspection team

Becky Greenhalgh, lead inspector

Ofsted Inspector

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