

# Inspection of Maids Moreton Church of England School

Avenue Road, Maids Moreton, Buckingham, Buckinghamshire MK18 1QA

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Inspection dates: 11 and 12 July 2023

## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

Every pupil is known and valued as an individual here. As a result, they flourish in all aspects of their learning. Staff set high expectations for what pupils should achieve and how they should behave. Pupils exert every effort to meet these expectations. Their behaviour in lessons and around the school is exemplary. Leaders ensure that their aspirations are equally high for pupils with special educational needs and/or disabilities (SEND). Personalised provision ensures that these pupils make the most of every opportunity, and they thrive as a result.

Pupils are enthusiastic about coming to school and trying their best. In early years, highly skilled staff ensure that children encounter interesting challenges. The demanding curriculum helps children to build their confidence and determination. Pupils talk positively about the 'family feel' of the school. They feel safe and secure here. If they are worried about bullying, or see something online which upsets them, they are confident in talking to teachers.

The family ethos extends to the local community as well. Pupils visit local care home residents, read with them, and learn to cook alongside them. These opportunities are highly valued by the pupils as a chance to give back to their community.

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

Pupils achieve highly throughout the school. Their journey to success begins in the early years, where teachers make sure that children make the strongest possible start. Staff combine creative and imaginative activities with strong routines for children. As a result, children are fully prepared for moving into key stage 1. This success is sustained at every stage. Leaders also make sure that they identify pupils with SEND early in their time in school.

Leaders have designed the curriculum to enable pupils to excel. They have used the expansion of the school as a catalyst for enhancing the programme of learning. Staff develop expertise about what and how pupils should learn. The skilful use of assessment is a vital part of this. Staff report that leaders focus on making the biggest difference for pupils.

Teachers build pupils' knowledge in a logical order, including in mixed-age classes. This is because teachers have a detailed understanding of what each pupil needs next in their learning. For pupils who are at risk of falling behind, staff provide useful support sessions. These strengthen pupils' vocabulary and help them to gain confidence. Teachers explain ideas and tasks clearly. As a result, the work pupils produce is of high quality. For example, projects in design and technology allow pupils to innovate and evaluate strongly. They are proud of the inventive vehicles and recipes they create.

Children in Reception learn to read rapidly. As well as gaining knowledge of phonics, they become fluent and expressive in their reading. Staff listen to weaker readers frequently and provide rapid support for those who need to catch up. Older pupils who need help with reading are also supported well, including with books which are suited to their interests. In reading and in other subjects, disadvantaged pupils achieve the best possible outcomes.

Leaders' work to improve attendance is exemplary. Staff work closely with families to understand and overcome the barriers to attendance. When pupils return to school, they catch up swiftly thanks to additional support. Leaders have instilled a strong culture of learning. Pupils learn to sustain their focus in class. This enables pupils to get the most out of their lesson time.

The wider development opportunities provided by the school really enhance pupils' experiences. Leaders are systematic in considering how visits and workshops will enable pupils to extend and deepen their thinking. For example, a trip to a 'safety centre' helps pupils to learn about the risks they encounter. Visits to local National Trust locations broaden their cultural horizons. Leaders ensure that disadvantaged pupils benefit substantially from these experiences. There are subsidised places at a wide range of clubs and activities offered at the school. Through these wider opportunities, pupils build their resilience and determination excellently.

Pupils develop a strong understanding of important issues, such as mental health and well-being. They become strong advocates for tolerance and fair treatment. Teachers deliver this learning with careful thought about the combined year group classes. As needs emerge in pupils' lives, leaders sensitively help pupils to explore these issues, such as changes in family life. 'Nurture sessions' are provided for pupils who may find certain topics difficult.

Governors understand their roles clearly. They are skilled at challenging leaders, as well as providing support. Governors have a secure understanding of the development of the school. This is based on regular visits to assure themselves of the accuracy of leaders' reports. Leaders and staff build strong relationships with parents through workshops, newsletters and association meetings. This strengthens the sense of community within the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are vigilant about the potential risks that pupils may face. Throughout the curriculum, pupils learn about how to keep themselves safe in a range of situations. All staff know how to report concerns. As a result, leaders are able to identify swiftly any pupils who might be at risk.

Leaders work diligently with external agencies to secure extra help for pupils who need it. Where necessary, leaders provide challenge to get the right support in

place. Governors provide effective oversight of leaders' safeguarding actions. This includes assuring themselves that the single central record is up to date.

## **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

<b>Unique reference number</b>	110438
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10287849
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	70
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alistair Brizell
<b>Headteacher</b>	Keira Ainsworth
<b>Website</b>	<a href="http://www.maidsmoreton.bucks.sch.uk">www.maidsmoreton.bucks.sch.uk</a>
<b>Date of previous inspection</b>	22 March 2017, under section 8 of the Education Act 2005

## Information about this school

- Maids Moreton Church of England School is a Church of England voluntary aided school. The most recent section 48 SIAMS inspection took place in May 2017. The next section 48 SIAMS inspection is due to take place before June 2025.
- In 2021, the school changed from an infant only school to a full primary, adding one year group at a time. At the time of inspection, the oldest pupils were reaching the end of Year 4. The school will reach its full complement of pupils in 2024.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection of the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the early years leader and subject leaders. Inspectors spoke with a representative from Buckinghamshire local authority and a representative from the Diocese of Oxford.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and design and technology.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at records of pupils' learning in some other subjects.
- To inspect safeguarding, inspectors reviewed the school's single central record, files relating to safeguarding cases, and spoke with staff, pupils and governors.

### **Inspection team**

Daniel Botting, lead inspector

His Majesty's Inspector

Rachel Roberts

Ofsted Inspector

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