

Inspection of a good school: Mayplace Primary School

Woodside Road, Barnehurst, Kent, DA7 6EQ

Inspection dates:

11 and 12 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Rachael Flaherty. This school is part of Primary First Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Moorhouse, and overseen by a board of trustees, chaired by William Harwood.

What is it like to attend this school?

There is an air of excitement and enthusiasm about learning across the school. The school has designed an ambitious curriculum to equip pupils to understand the wider world. Pupils articulate their learning well. They remember key content, so that they are fully ready for new learning. Pupils have a mature understanding of differences. They support and encourage each other with their learning.

The school has high expectations for all pupils. Pupils with special educational needs and/or disabilities (SEND) experience a rich curriculum. Behaviour is positive across the school. Pupils work hard and concentrate on their learning because they enjoy it. Pupils and all staff experience respectful, warm relationships. Pupils trust the adults in the school and know they will keep them safe.

The school offers a wide range of enrichment opportunities. Leaders know their pupils and families well. They provide targeted pastoral support to nurture and encourage all pupils. The school values underpin the high expectations for behaviour and attitudes to learning. Staff encourage pupils to take ownership of their learning and to use critical thinking skills. Older pupils value the residential trips, which develop their working as a team.

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

Leaders have considered the knowledge, skills and vocabulary that they want pupils to know. Teachers encourage pupils to use key vocabulary accurately in lessons. For instance, in Year 6 art, pupils effectively described the variety of printing types and the techniques applied. The strong start to learning begins in the early years. Adults use ambitious vocabulary when interacting with children. They ask questions and repeat correct vocabulary back, so that children become confident. For example, in Reception class, adults extended children's vocabulary to describe the items they collected in the forest. This helps pupils to deepen their understanding very well.

Teachers have strong subject knowledge. They use this to model learning and to extend pupils' thinking. For example, teachers enabled Year 5 pupils to understand about historical invasions while learning about the Spanish Armada. Pupils with SEND access the same learning as their peers. Leaders share their expertise with staff, so that they have effective approaches to adapt learning. As a result, all pupils focus very well in their lessons. Teachers tailor the learning to meet individual pupils needs.

Creating a love of reading is a high priority across the school. Key texts expose pupils to a variety of reading genres. Use of a variety of texts help pupils understand the community and wider world. Language and communication skills start in Nursery, where texts and vocabulary are chosen carefully. Leaders work with parents to share the importance of early reading and language skills. Regular training has enabled the phonics programme to be delivered consistently across the school. Teachers check pupil understanding in lessons and provide additional support, where required. Pupils know their sounds and can blend effectively.

Pupils are polite and well mannered. They are eager to engage in conversation and ask questions. High expectations for behaviour begin as soon as children start school. Effective routines are embedded. From the early years, children learn to identify and understand their emotions. The school teaches strategies to help maintain positive feelings. Pupils with SEND learn to understand correct choices. All staff have a consistent approach to supporting positive behaviour. Playtimes are fun and energetic with pupils enjoying a range of activities and creating games together. Children respect and support each other. Leaders monitor behaviour and attendance and are responsive to any concerns.

Leaders promote pupils' character development exceptionally well. Pupils learn to respect other people's faiths, cultures, and choices. Teachers encourage pupils to challenge stereotypes, including those relating to gender. They encourage pupils to have a voice and know that their opinions matter. Leaders provide opportunities for pupils to become conscientious local and global citizens. There are a wide range of leadership roles for pupils to support the school community. Peer mentors and well-being ambassadors take their responsibility of supporting younger pupils seriously.

The school and trust leaders evaluate and reflect on the effectiveness of their strategic work. They strive to make continual improvements to the curriculum offer for all pupils. Effective communication between those responsible for governance and the school

ensures a shared strategic vision. Staff are proud to work at the school and enjoy the collaborative team approach. They value the support they receive from leaders to develop their work and consider their well-being.

Safeguarding

The arrangements for safeguarding are effective.

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 on 6 and 7 June 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	141114
Local authority	Bexley
Inspection number	10240327
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	635
Appropriate authority	Board of trustees
Chair of trust	William Harwood
Headteacher	Rachael Flaherty
Website	www.mayplace.bexley.sch.uk
Dates of previous inspection	6 and 7 June 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Primary First Trust.
- The school is now three form entry up to Year 5.
- Leaders do not make use of any alternative provision.
- The school has a SEN resource provision for pupils with autism.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and a range of staff. They also met with the trustees, governance partners and the chief executive officer of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, and art. Activities included discussions with leaders and teachers about the

curriculum, visiting lessons, speaking with groups of pupils about their learning, and a scrutiny of pupils' work. Inspectors considered the curriculum in other subjects.

- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered responses of pupils, parents and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector

His Majesty's Inspector

Andrew Wright

His Majesty's Inspector

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