

Inspection of a school judged good for overall effectiveness before September 2024: Meath Green Junior School

Greenfields Road, Horley, Surrey RH6 8HW

Inspection dates:

15 and 16 October 2024

Outcome

Meath Green Junior School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils love their school. They rush through the gates in the morning and are rarely late. They have warm and respectful relationships with adults and peers. Pupils feel welcomed and listened to in the inclusive culture. Pupils know about global and local issues and are passionate about being a force for good in their community. They are passionate about issues, such as climate change. Pupils feel safe to question and discuss any topic with each other and adults.

The school has high expectations of behaviour and learning. Pupils rise to meet these. The vision the school has for pupils is evident in all its actions and decisions. Pupils display highly positive attitudes. They are proud of the learning in their books and keen to share what they know. Pupils have aspirations to achieve well and be the best that they can be.

Pupils are ready for life in modern Britain. There is a detailed personal, social, health and economic (PSHE) curriculum. The school uses this to make sure all pupils understand their place in the world. Pupils apply these concepts enthusiastically around the school. They are welcoming and celebrate diversity. As a result, pupils feel safe and cared for by their community.

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

Pupils treat everyone with respect and kindness. The school has clear expectations and routines. There is a consistent approach to recording and addressing positive and negative behaviours. Pupils feel safe and know they have trusted adults able to help them with any worry. Pupils focus well in lessons and work collaboratively. Pupils with special educational needs and/or disabilities (SEND) are fully included in lessons and playtimes.

The school's adaptations for these pupils are subtle and effective. The school has comprehensive policies for attendance. It meticulously tracks the impact of its actions. As a result, pupils attend regularly and are well behaved across the school.

Pupils love learning. The school has carefully chosen what pupils must remember over time in English and mathematics. It has developed detailed approaches to checking what pupils have learned. This means that any gaps pupils may have in mathematics and English are quickly closed.

The school has effective programmes for supporting pupils to learn to read. This includes teaching high-quality phonics lessons. Staff have benefited from effective professional development, including in phonics. They have developed their expertise in teaching the curriculum and in identifying and supporting pupils with SEND. Consequently, pupils develop into fluent readers and confident mathematicians. The school at least matches national published averages at the end of key stage 2. In English and mathematics, pupils achieve well and are ready for the next stage of education. In wider subjects, the curriculum is not yet as well developed. The school has not yet sufficiently defined essential knowledge. This means that staff checks of what pupils know in these subjects is not as rigorous as in others.

Pupil leaders make meaningful contributions to the school. They benefit from a broad range of different roles and responsibilities. Pupils take these roles very seriously. Pupils run the school library efficiently and provide effective support for their peers. They relish the opportunities to be good citizens. The school has an effective PSHE curriculum tailored precisely to its context. It has paired this with a selection of books that provide high-quality opportunities for discussion. This includes topics such as faith, sexuality and race. Pupils love reading and show understanding of equality and diversity. Consequently, they develop into well-rounded modern British citizens.

Leaders are laser focused on school improvement. The governors are well informed and provide consistently effective challenge to the school. They meet all their statutory duties and are always looking to better support the school. Leaders at all levels are engaged in professional development. Staff, including those new to teaching, are well looked after by leaders. The school has carefully created systems that prioritise staff workload and welfare.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The checking of what pupils remember and can do is not yet developed in a small number of subjects. This means staff lack detailed understanding about what pupils remember over time. The school must identify what pupils should learn and remember in all subjects, support staff to check what pupils have learned and use this information to inform their future teaching.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in November 2015.

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	125012
Local authority	Surrey
Inspection number	10341567
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	352
Appropriate authority	The governing body
Chair of governing body	Paul Hoskins and Julia Wyatt (co-chairs)
Headteacher	Serena Beasley
Website	www.mgjs.org
Date of previous inspection	9 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The headteacher became the sole headteacher in September 2024.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- During the inspection, the inspector spoke to leaders in school, governors and representatives of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

Inspection team

Toby Martlew, lead inspector

His Majesty's Inspector

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