



Maynards Green Primary School

Inspection report

Unique Reference Number 114407
LEA East Sussex

Inspection number 274817
Inspection dates 7 – 8 June 2005
Reporting inspector Margaret Hulme

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Maynards Green
School category	Community		Heathfield
Age range of pupils	4 - 11		East Sussex
Gender of pupils	Mixed	Telephone number	01435 812 622
Number on roll	208	Fax number	01435 813 944
Appropriate authority	The Governing Body	Chair of governors	Mr Gino Di Francesco
Date of previous inspection	17 May 1999	Headteacher	Mr B Newman

Age group	Published	Reference no.
4 - 11	June 2005	274817

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Maynards Green School and of the local education authority.

The inspection was carried out by two additional inspectors.

Description of the school

The school is in a village in East Sussex and has 208 children. There are few children in the village and most come from the Horam and Heathfield areas nearby. Most pupils are white-British with a few from minority ethnic groups. There are no looked after children or those for whom English is an additional language. The percentage of children who have special educational needs is broadly average, as is the proportion entitled to free school meals.

The school is involved in a range of initiatives to support children's learning. It has a particularly good reputation for its work in sport and the arts. The school is in the midst of a major building programme but, despite the disruption, has maintained continuity in learning for the children.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

This is a good school that does well for its children and provides good value for money. The headteacher's caring and purposeful leadership provides very good direction for the school's work. Teaching is good and children enjoy the wide range of interesting and varied work. However, some English lessons lack the inspiration and liveliness which children find exciting and make them want to work even harder. Reception children make good progress and most reach the goals expected before they start the National Curriculum. The standards children reach by seven and eleven are mainly better than usually found for their ages and they also make good progress. All children, including those with special educational needs and those who are more able or have special talents, benefit from the very good care and support they receive because the provision for them is very good. Children's personal development, attitudes and behaviour are outstanding. They enjoy coming to school and taking part in all activities, especially sports, music and art. Children feel they achieve well. Parents think highly of the school and are well satisfied with the quality of education here.

The school has made good progress since its last inspection because it has a clear and accurate view of how well it is doing and takes the necessary action to improve. For example, it has raised standards in information and communication technology (ICT) and children use their new skills as tools for learning. Good leadership means the school has the capacity to improve further.

Grade: 2

What the school should do to improve further

- Continue the emphasis on improving writing and make all English lessons more exciting and interesting so all children enjoy them.
- Extend the work that has begun to make better use of ICT in other subjects, as planned.

Achievement and standards

Children's achievement is good because teachers have high expectations of how well they can do and give them challenging targets to which they respond well. The standards children reach by the ages of seven and eleven in English, mathematics and science are mainly better than those found in other schools, particularly in reading and writing by Year 2, and in mathematics and science by Year 6. The inspection confirms the picture shown in last year's national test results. Reception children achieve well and reach the goals expected in all areas of learning with a significant group doing better. In the rest of the school

children work hard and are doing well. There is no significant difference in standards or achievement between boys and girls. Standards in speaking and listening are good. In some junior classes there is scope to improve writing, particularly its use in other subjects, and the action taken so far to do this is proving successful but it is not quite there yet. The children with special educational needs achieve as well as others because the co-ordinator is exceptionally good, understands their needs and plans how best to help them. There is effective support for the more able and talented, who progress very well because they are challenged very effectively and extend their skills. Children do well in other subjects, such as sport and the arts, and their success is recognised with awards.

Grade: 2

Personal development and well-being

Parents know their children do best if they attend school every day and they have helped the school maintain the good attendance rate. Teachers have high expectations of how children should behave and the very trusting relationships ensure the children respond well.

Children have very good attitudes to school and enjoy the activities, respect their teachers and particularly enjoy expressing their views and taking part in decisions made through their Children's Council. Of particular note are the carefully thought out tasks for those with special educational needs because, although challenging, they are within their reach and the children try hard. The youngest children are making good progress in their personal, social and emotional development because the teacher sets a good example by ensuring a relaxed atmosphere, promoting mutual respect, encouraging self-confidence and stimulating independence.

The children's spiritual, moral, social and cultural development is very good. The children respect and try to understand the feelings and values of others, as is evident in the way they provide food for St Patrick's Shelter in Brighton. Moral and social issues are taught well and children understand right from wrong, enjoy helping others and those in the local community. The children's willingness and ability to respond to crises is very good. By sponsoring a child and his community in Kenya and regularly communicating with him the children's understanding of citizenship is extended.

Most children feel school is a safe place and they understand why there are special rules while builders work so close to their classes. A healthy lifestyle is planned as part of the curriculum. The healthy snacks and drinks policy encourages children to eat fruit and vegetables and drink more water: they thought their fruit snacks gave them more energy for sport. The wide range of

after school sports clubs, from Foundation Stage to Year 6, provide physical challenge and fun.

Grade: 1

Quality of provision

Teaching and learning

The quality of teaching is good. The atmosphere of mutual respect motivates children to work hard and they are encouraged to succeed. As a result, children do well and have very positive attitudes to their work. Those with special educational needs are taught very well, especially when they have individual attention, and the children respond well to the encouragement and praise they receive. Teamwork is particularly good and teaching assistants support children's learning very effectively. This was evident in a reception class lesson when the consistency in using practical activities helped children learn that subtraction is the same as taking away and they recorded what they had learnt successfully.

There are still areas where teaching needs improvement, for example, some English lessons, although accurately taught, did not provide lively activities that excited children. This did not adversely affect their achievement but it was evident that some children were bored. Teachers have responded well to the action taken to improve writing. Good narrative examples were seen but writing can be improved further if used more widely in other subjects.

Staff know what children need to learn next because they observe them carefully and talk to them about how well they are doing. Teachers explain to the children what they are going to learn and the children understand what teachers expect them to achieve by the end of the lesson. They plan the right sort of work for them, such as tasks to do on their own, work in pairs or small group activities. The quality of marking and presentation is good because teachers identify for children what has been done well and where they need to improve further. Children read what teachers write in their books and respond to the comments by improving their work and doing their best writing because they know their teachers expect them to work hard.

Grade: 2

Curriculum and other activities

All children are eager to join in work that covers a wide range of activities during the school day. Teachers use national and local guidance when planning

lessons so children are well prepared for the next stage of education. The school has had to overcome such difficulties as unreliable ICT resources and a building programme that is hampering the setting up of an ICT suite but, despite that, has succeeded in improving standards in this subject. Nevertheless, the school knows that more needs to be done to help children use the skills they have learned in other subjects. It has improved the equipment in classes and planned a programme of work, to begin next term, will build on what has happened so far. Careful thought goes into ensuring that all groups take part in what is provided so all achieve success. Visits out and visitors to the school enhance children's learning and give them a view of the wider world. There is great demand for the clubs that take place each day, which extend children's skills and give them considerable enjoyment.

Many children take part in a very good range of sporting activities over and above the two hours physical education they have every week. Swimming is a favourite activity since the school has its own pool and most children learn to swim by the time they leave school. The healthy eating initiative, together with sports, improves children's fitness and well-being.

Grade: 2

Care, guidance and support

The highly committed staff know the children well, gather information sensitively and use it effectively to provide support and guidance. Children with specific needs are provided for very effectively because there is an acceptance that every child matters and learns in different ways. Teachers are successful in unlocking the best ways of learning for every child with difficulties. Very good support exists for those who are more able or talented and the children told inspectors they were proud of being who they are.

Staff are vigilant about security, make sure children are aware of the misuse of drugs and resolve any bullying issues with both the children concerned and their parents. Child Protection procedures are firmly in place and reviewed regularly. Regular meetings between staff and outside agencies provide effective support for children. The procedures for health and safety are excellent.

Grade: 1

Leadership and management

Leadership and management are good throughout the school. Senior leaders monitor its performance rigorously and make good use of their effective self-

evaluation to improve. The views of children and parents are taken into account as part of a self-evaluation process that gives managers a good understanding of the school's strengths and weaknesses from the perspective of the user. The school has proved itself well able to make improvements because when it finds weaknesses it comes to an agreement about ways to remedy them. It responded well to previous inspection issues and has almost overcome the ICT weaknesses relating to provision, so standards have improved. Governors influence the work of the school through challenge and support. They are very well informed, know about standards, have involvement in the school improvement plan and make regular visits to classes to keep up to date on what is happening. This means they have a good grasp of the strengths and weaknesses and are well placed to help the school to improve more rapidly.

The headteacher has created an atmosphere where care, mutual respect and support permeate everything the school does. Consequently, children's attitudes and behaviour are very good and lessons can be taught without disruption. Helping all children reach their potential is at the centre of the school's work because all staff share the same aspirations for the children.

The inclusive nature of the school is well embedded. A very positive ethos has been created with an emphasis on encouragement and praise.

Grade: 2

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INSPECTION JUDGEMENTS

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</i>	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	
How well does the school work in partnership with others to promote learners' well-being?	2	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	1	
The capacity to make any necessary improvements	Y	
Effective steps have been taken to promote improvement since the last inspection	Y	

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	2	
The <i>standards</i> reached by learners	2	
How well learners make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	1	
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are learners cared for, guided and supported?	1	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community.	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

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Maynards Green Primary School
Heathfield
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TN21 0DD

9 June 2005

Dear Children

The inspection team enjoyed visiting your school and seeing your work. We think you have a very happy school. We appreciated the care you took to make sure we did not get lost or wander to areas where building work was happening. Thank you all for contributing to the inspection, by talking to us about your work, your life in school and all the fun you have. The Children's Council was very interesting and we liked the way everyone was willing to listen to the person who was speaking and thought carefully before responding with another view or made suggestions to make things better.

This is what we found out about your school:

- You all help one another, play well together and behave very well.
- You work hard in lessons, make good progress in what you learn and take great care in making the work look interesting.
- You have good teachers and other adults who work hard to help you in lessons so you can understand what you have to do and get your work finished.
- You have a very good headteacher who tries to make sure you get lots of interesting things to do and find the activities fun.

Although we thought your school was good and an exciting place to be, we have asked the headteacher to continue to improve two areas.

- You have been trying hard to improve your writing but need a bit more time to make it really good. Some children told us that literacy lessons in some classes were a bit boring and you didn't like them as much as other subjects. We have asked if they can be more exciting so you will enjoy them more.
- Many of you are keen to use computers and some of you are getting really good at finding out all the things they can do. However, some children told us there wasn't much opportunity to use them in other subjects so we have asked if teachers can plan more time for this.

We hope you will carry on helping your teachers and all the other adults in the school.

Margaret Hulme
Lead Inspector