

# Inspection of Maidensbridge Primary School

Beachcroft Road, Wall Heath, Kingswinford, West Midlands DY6 0HX

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Inspection dates: 28 and 29 September 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

This is a calm, safe and friendly place in which to work and learn. Staff and pupils say that they enjoy being here. Across the school, there are many smiles and much cheerful chatter. There is a supportive team spirit and leaders set high standards for others to follow.

For the most part, pupils achieve well in reading and mathematics. They learn a lot in other subjects too, although staff do not always focus enough on what pupils really need to know. Trips and outdoor learning, such as regular forest school sessions, add excitement to lessons.

There is plenty of lively behaviour on the playground, but pupils work hard in lessons. Staff teach them how to spot and report bullying. Instances of bullying are rare, but are followed up properly if anyone raises a concern. Good behaviour is noticed and rewarded, and there are several awards that recognise pupils' helpful actions and effort.

Pupils have a voice in shaping school life. They take on jobs that help the day to run smoothly, and they get involved in community projects.

The school has been through a lot of changes in the last few years. Many aspects have improved, although some aspects still need more work.

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

The school supports most pupils to become successful readers. In all classes, staff regularly read aloud to pupils and introduce them to new authors and books. Pupils read every day and recommend books to one another. They read plenty of fiction, and the school has a well-stocked library.

Phonics teaching starts in Reception and continues through key stage 1 and beyond for those who need it. Reading books are mostly well matched to the sounds pupils are learning. However, some resources are not ideal. This is because staff have tried to make a few old books fit into their main reading scheme. In addition, sometimes staff ask pupils unhelpful questions that they do not know how to answer. This adds unnecessary confusion and slows progress for some.

From early years to Year 6, the mathematics curriculum is well organised and resourced. Staff have secure subject knowledge and plan new learning that builds on what has gone before. Occasionally, staff create additional challenges before they have checked that pupils have sufficient fluency with number to manage these challenges well.

In other subjects, leaders provide whole-school guidance that maps out what to teach and when. Much of this guidance is well informed and staff work hard to follow it. In physical education (PE) and computing, for instance, pupils build up

their knowledge and skills in a meaningful progression. The school's provision for competition in PE is strong and has been recognised by a national award.

Nevertheless, in some foundation subjects, staff are not sure which knowledge to emphasise and revisit so that pupils remember it. In history, for example, pupils learn much about different periods in time but are not directed to consider important recurring ideas like empire or kingdom. In science, they learn lots of facts and carry out experiments, but are not guided to see the link between the two. Because staff are not sure what is the most important information to emphasise in some subjects, their checks on what pupils have remembered sometimes focus on the wrong things.

The principles of safety, caring, achievement, resilience and friendship (SCARF) guide many aspects of leaders' work. Pupils of all ages can talk about what these words mean and how they steer their behaviour. A personal, social, health and economic education programme is well established from early years to Year 6. Through this, pupils learn to respect others, and to take responsibility for their actions. Furthermore, pupils have many opportunities to take on leadership roles, and to influence school life. The junior leadership team gathers other pupils' views and ensures they are heard. Pupil playground leaders watch out for others at playtimes and make sure no one is left out.

If any pupils find it hard to cope in lessons or with the busy dining hall and playground, they can find a peaceful retreat in the school's treetops nurture room. Here, staff chat to them and provide calm activities. Pupils value this because it helps them to manage their feelings and behaviour. Indeed, behaviour in class is usually good and lessons run smoothly.

Pupils with special educational needs and/or disabilities receive well-informed support for any social and emotional needs. The effectiveness of support for academic work mostly hits the mark and ensures that all can access the same curriculum.

Staff say they like working at the school and that leaders support them in their work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have efficient systems for following up any concerns about pupils or adults. Staff training is up to date. They know what to do to keep children safe. They maintain detailed records and share information with the right people when necessary.

There is a healthy culture of learning from any mistakes. In lessons, staff teach pupils how to stay safe. They make sure they understand the importance of treating

others with respect. In response, pupils show safe behaviours towards others, and say they feel safe in school.

All the necessary checks on staff and visitors are carried out and recorded correctly.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have put detailed curriculum guidance in place. However, in some subjects, staff are not sure what is the most important knowledge to emphasise, revisit and check. This means that pupils do not retain some crucial knowledge that helps them to get better at the subject. Leaders should provide new subject leaders and staff with training and support so that they know more about the crucial knowledge and key markers of progress in several foundation subjects.
- Leaders have established programmes to teach early reading and mathematics. Sometimes, staff add in extra books and/or questions that are not helpful. This works against the bulk of the highly effective reading and mathematics work that goes on and slows progress for a minority of pupils. Leaders should ensure that all staff follow the school's stated approach with fidelity. To achieve this, they should provide additional training and/or resources as appropriate.

## **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>	103779
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10241989
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Christine Quinton
<b>Headteacher</b>	Katie Thomas
<b>Website</b>	<a href="http://www.maidens.dudley.sch.uk">www.maidens.dudley.sch.uk</a>
<b>Date of previous inspection</b>	6 June 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders provide before- and after-school childcare. They make use of specialist off-site speech and language provision for some pupils.
- Since the previous inspection, a new headteacher and deputy headteacher have been appointed.

## 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 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.
- During the inspection, inspectors carried out deep dives in the following subjects: reading, mathematics, science and history. In these subjects, the 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 pupils' work.

The inspectors also looked at the curriculum in other subjects in less detail to check how they were organised and taught.

- Inspectors looked at published performance data about the school and a range of school documents. These included information about pupils' behaviour, the curriculum, governance, attendance, external advice and improvement planning. They also checked the school's website.
- The inspectors asked pupils, staff, leaders, governors and parents about safeguarding arrangements and safety routines. The lead inspector examined the record of employment checks on school staff and looked at other school records.
- The inspectors watched pupils' behaviour in class, at lunchtime, on the playground, at clubs, in forest school and at other times during the day.
- Inspectors talked informally with pupils, parents and staff to gather general information about school life. In addition, they took account of the responses to Ofsted's surveys of staff and parents' views. Inspectors spoke with parents on the playground, on the telephone and considered a letter from a parent.
- During the inspection, inspectors had formal meetings with the headteacher, other leaders, governors, school staff and pupils. The lead inspector had a telephone conversation with a local authority officer.

### **Inspection team**

Martin Pye, lead inspector	His Majesty's Inspector
Janet Tibbits	Ofsted Inspector

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