

Grazeley Parochial Church of England Aided Primary School

Inspection report

Unique Reference Number	110015
Local Authority	Wokingham
Inspection number	356671
Inspection dates	12–13 May 2011
Reporting inspector	Eileen Chadwick

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Brian Clark
Headteacher	Jean Bateman
Date of previous school inspection	21 May 2008
School address	Mereoak Lane Reading RG7 1JY
Telephone number	0118 9883340
Fax number	0118 9886342
Email address	admin@grazeley.wokingham.sch.uk

Age group	4–11
Inspection dates	12–13 May 2011
Inspection number	356671

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. They visited 13 lessons and observed seven teachers. Inspectors held meetings with pupils, staff with key responsibilities and members of the governing body. Inspectors observed the school's work and evaluated documentation such as policies, the school improvement plan, pupils' work and records of their learning and progress, and the school's safeguarding procedures. Inspectors analysed 38 completed questionnaires from parents and carers, 16 from members of staff and 51 completed by pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well children in the Early Years Foundation Stage progress and the evenness of their attainment at the end of Reception.
- How consistently pupils develop their reading, writing and mathematics skills across the school.
- Pupils' attainment at the end of Year 6, including that of the current Year 6 and the impact of teaching and learning on raising attainment.
- Whether teaching and the curriculum consistently meet the learning needs of different groups of pupils in mixed-age classes.
- How effectively leaders at all levels evaluate the quality of the school's work and use this information to raise achievement.

Information about the school

This primary school is below average in size and draws its pupils from the local village and further afield. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion with special educational needs and/or disabilities is average. The majority of these pupils have emotional and behavioural, speech, literacy and/or numeracy problems and/or autism; a higher than average proportion have a statement of special educational needs. The number of pupils who either join or leave the school other than at the normal times is above average; it is high for the current Year 6 where over a half joined the school in Key Stage 2. The Early Years Foundation Stage children are in the mixed Reception and Year 1 class. Apart from Year 2, all other classes contain pupils of two age ranges.

The school holds a number of awards including Healthy Schools and Active Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It is on a journey of sustained improvement and has many strengths with a few areas in need of improvement. Pupils enjoy their time at school, behave well and flourish in the caring and supportive atmosphere. They come to enjoy reading and make excellent progress in reading in Key Stage 2. They achieve well because a well-rounded education gives priority to developing basic skills together with good opportunities for pupils to develop their creative, sporting and practical talents. Pupils have an excellent understanding of how to keep fit and healthy. Good partnerships with parents contribute to pupils' excellent feelings of personal safety and security as well as to their ability to learn. Parents are very pleased with the school and one parent expressed the views of many saying, 'I have been more than happy with my child's progress both educationally and socially. My child is a happy, well-rounded individual.'

Pupils make good progress overall. By the end of Year 6, their attainment is above average in English and mathematics as result of good overall progress in Years 2 to 6. Pupils' progress is satisfactory in Reception and Year 1 although fewer reach higher levels in reading and writing than do so in aspects of early mathematics by the time they enter Year 1. Pupils with special educational needs and/or disabilities make good progress and later entrants to the school are helped to quickly adjust so they do well. The school is vigilant in helping pupils from all backgrounds to do well and has provided robust procedures for helping those who need to catch up. The impact is that very nearly all pupils reach at least the level expected in English and mathematics by the time they leave the school.

The headteacher provides very good leadership and the focus on checking and developing teachers' work has led to much good teaching and learning, though this is notably better in Years 2 to 6 than in younger classes. The excellent systems for pupils to assess their own learning in reading and mathematics motivate pupils and help them to take an active part in raising their own achievement. The school has strengthened the systems for teaching the basic skills in Reception and children are doing better than in the past. However, in Reception and Year 1 there is not always enough direct teaching of reading and, in a few writing lessons, opportunities are missed to teach and consolidate reading skills. In Reception, there is a satisfactory range of opportunities for children to make choices and learn through play but these are inconsistently challenging, especially for more-able children. Occasionally, lesson introductions are a little hard for lower attaining pupils.

The headteacher, subject leaders and governors use comprehensive and challenging systems for monitoring the work of the school. This has enabled them to have a clear understanding of the school's performance and to accurately identify what needs to improve. The resulting actions have led to a rise in attainment and good improvements in

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

teaching and pupils' learning since the previous inspection. Governors provide good challenge and hold the school to account for its performance. All this, together with the way teachers and support staff work together very effectively, sharing a drive and ambition to improve pupils' achievement, confirms the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- In the Early Years Foundation Stage, improve more-able children's attainment in reading and writing and provide all children with more challenging opportunities when learning independently through play, by July 2012.
- Ensure that teaching is consistently good so that all pupils make consistently good progress by July 2012 by:
 - strengthening the direct teaching of reading and consolidation of reading skills during writing lessons in Reception and Year 1
 - ensuring teachers consistently make good use of their assessments to match work closely to the needs of lower attaining pupils.

Outcomes for individuals and groups of pupils

2

Pupils' enthusiasm for learning was frequently seen in lessons and their positive attitudes are a key reason for their good achievement. On entry to the Early Years Foundation Stage, children's starting points are similar to those seen in most schools and their attainment is average overall by the time they enter Year 1. However, the development of pupils' literacy skills in Reception and Year 1 is not always as systematic as it should be and this prevents pupils' attainment rising more quickly. Pupils' learning is consistently good in Years 2 to 6, including for later entrants who quickly adjust to the school. Extra help enables the above average proportion who enter with gaps in their knowledge and skills to quickly catch up. Well-focused, individual support ensures that pupils with special educational needs and/or disabilities make good progress.

Several later entrants as well as their parents told inspectors how much they love this school and how both their attendance and attainment had greatly improved since attending this school. Pupils' assessments show that these pupils along with their peers make rapid progress in reading in Key Stage 2. This is due to opportunities for pupils to read an excellent range of stimulating texts, a very accurate match of texts to most pupils' prior skills and outstanding opportunities for them to improve their own attainment through rigorous computer based self-assessment. Pupils with emotional and behavioural difficulties are helped very well and the incidence of poor behaviour is extremely rare. Pupils have a very good knowledge of how to keep themselves safe. They reported no bullying and trust adults to deal with any that might occur.

Inspectors' lesson observations and the evaluation of pupils' tracking data and their work showed their learning is usually good. Practical activities and high quality literature are often used successfully to prepare pupils for academic work, such as writing. This was seen in an excellent Year 2 lesson which helped pupils to understand metaphors by reading an amusing text about 'My Dad'. Pupils made excellent progress in developing their enjoyment of language and generating ideas while their understanding of figures of speech enhanced their writing. Their subsequent poetry on the theme of 'My Family'

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

showed many creative ideas and good levels of technical skill. Throughout the school, pupils make good progress in information and communication technology and in applying computer skills to literacy and numeracy tasks.

Pupils are articulate and develop confidence. They are responsible and very mature in the way they share ideas and explore problems in small teams. Close links with a local church and strong links with the community help to promote the school's family atmosphere and pupils' good spiritual, moral, social and cultural development. The thriving school council is a good vehicle for enabling pupils to contribute to school decision making. They are keen to show how much they enjoy their responsibilities, for example as playtime buddies or when creating opportunities for raising funds for their classes and charities at home and abroad. 'Focus weeks', such as on Africa, provide regular opportunities for pupils to learn about different cultures. Pupils greatly enjoy physical activity in a very wide range of activities to help them to keep and stay fit. They also have an excellent understanding of the need for healthy eating and this is reflected in the school's national awards. Their good attendance and the extent to which they build up and apply their basic skills prepare them well for the future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils learn in a well-resourced and carefully organised environment. Teachers manage their pupils very well and make most lessons stimulating and interesting by using

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

information and communication technology well to enthuse and motivate them. Lessons often ensure pupils learn through listening, watching and practising as well as by exploring ideas and solving problems in small groups. Teachers generally use their assessment of pupils' progress well to meet their different learning needs. However, occasionally in the mixed-age classes where the attainment range is very wide, lesson introductions are not fully matched to the needs of the youngest lower attaining pupils. In the few instances where teaching was only satisfactory, it was because learning tasks were not fully adjusted to meet pupils' needs, including for the consolidation and teaching of reading and writing skills. Much is done to encourage pupils to consider how well they have worked and whether they have met their targets. Teaching assistants play an invaluable role in supporting those with special educational needs and/or disabilities both in class and when pupils are taken out for specialist support.

The good curriculum is enriched by a rich array of activities during and after school, including in music, art, design and technology and sport. Participation in the 'Wider Opportunities' scheme enables all pupils in Years 4 to 6 to play a musical instrument. Carefully chosen visitors and visits enliven pupils' learning. Good partnerships widen pupils' learning, for example through the local schools' cluster, sports partnerships and drama club. The school has made good strides in developing links between subjects and there is a strong focus on the basic skills.

Pupils work and play in a very safe, secure and welcoming environment where they know that they are valued as individuals and that their views count. Each pupil is known and valued and good partnerships with parents and carers contribute to pupils' excellent feelings of personal safety and security as well as to their good learning. Induction and transition arrangements are good, They are effective in helping reception children to settle and exceedingly good for enabling later entrants to the school to settle very quickly. The school works effectively to support and include pupils whose circumstances make them more vulnerable. It draws upon its good links with outside specialists to help these pupils and those with special educational needs and/or disabilities, for example, pupils with autism.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Strong leadership and management have maintained the strengths identified at the previous inspection and secured important improvements. Much of the improvement is due to the robust management, careful monitoring and evaluation of teaching and learning by the headteacher and subject leaders who identify areas for development and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

regularly follow them up. There are clear systems for managing the school and staff are empowered to play a full part in raising achievement. This is important in this small school where staff have many responsibilities.

The governing body plays a full part in the life of the school and closely monitors action points for improvement. Members of the governing body are well organised and are effective in challenging the school about achievement matters. They have ensured that premises are well maintained and secured building improvements. They have gained planning permission for a new Early Years Foundation Stage unit, although the school is still awaiting funding. Parents and carers are well informed about their children's achievement and well-being and how they can help their children to achieve their best.

Safeguarding arrangements are given high priority and are firmly established in policies, working practices and the ethos of the school. There are well-managed systems for child protection, health and safety across the school. The school is vigilant in tackling discrimination and promotes equality of opportunity well. It recognises that further work is required to develop the consistency of provision for pupils in the youngest classes. The school shows a strong commitment to promoting community cohesion. It contributes much to the life of the local neighbourhood, working with various sections of the community. Links with schools in other parts of the world are developing, for example in Israel, and good links with local churches and communities give pupils a good understanding of communities and cultures from far further afield than the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Relationships are good and children settle quickly because they are happy and kept very safe. They make satisfactory progress and, by the end of Reception, their attainment is average overall, although at higher levels for problem solving, reasoning and numeracy

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

than in reading, sounds and letters and writing. Attainment at the end of Reception has improved in recent years because the school has strengthened the teaching of basic skills. Teaching is satisfactory. Routines are well established and there is a strong focus on developing children's language and communication skills with many practical opportunities for learning. Topics such as 'The Garden Centre' interest the children and are used well to develop children's knowledge and understanding and interest in nature. However, there is not always enough direct teaching of reading during whole-class literacy sessions, for example on the theme of 'The seeds start to grow'. There is a systematic approach to teaching phonics (sounds and letters) but at the start of these sessions, when the whole mixed Reception and Year 1 class are gathered together, activities are hard for the lower attaining reception children. Children learn well during adult-led group focused activities in early mathematics although play activities, including for early mathematics for more-able children, are not always stimulating so that children do not develop their skills to the highest level.

The leadership and management of the Early Years Foundation Stage are satisfactory. Thorough assessment is made of children's skills on entry and their subsequent progress but assessment is not consistently used to plan activities that match children's learning needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The response rate from parents and carers to the Ofsted questionnaire was higher than the national average for primary schools. The very large majority of respondents or who spoke to the inspection team were overwhelmingly positive about the school and its impact on their children's learning and well-being. They are very pleased with the way the school is led and managed. They feel their children are kept very safe and their children really enjoy school and make good progress. Additional comments included: appreciation for the way children are treated and known as individuals; how more-able pupils are given challenging work when they learn with either older pupils in the mixed-age classes or join other classes; and the rich variety and the low cost of after-school clubs.

Some parents and carers of pupils who were later entrants wrote to say how very pleased they are with the way in which their children had settled and were progressing. Their views reflect inspection findings. However, a very small minority expressed concern that progress in the first two years in school was not as fast as in other years. The inspection team finds that progress in Reception and Year 1 is satisfactory although there is more to do to ensure pupils' learning is as good as in the rest of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grazeley Parochial Church of England Aided Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 38 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	66	13	34	0	0	0	0
The school keeps my child safe	28	74	10	26	0	0	0	0
My school informs me about my child's progress	21	55	16	42	0	0	0	0
My child is making enough progress at this school	23	61	11	29	1	3	0	0
The teaching is good at this school	25	66	12	32	0	0	0	0
The school helps me to support my child's learning	24	63	13	34	0	0	0	0
The school helps my child to have a healthy lifestyle	29	76	7	18	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	50	15	39	0	0	0	0
The school meets my child's particular needs	24	63	13	34	0	0	0	0
The school deals effectively with unacceptable behaviour	26	68	11	29	0	0	0	0
The school takes account of my suggestions and concerns	21	55	16	42	0	0	0	0
The school is led and managed effectively	29	76	9	24	0	0	0	0
Overall, I am happy with my child's experience at this school	27	71	10	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 May 2011

Dear Pupils

Inspection of Grazeley Parochial Church of England Aided Primary School, Grazeley, Wokingham RG7 1JY

Thank you for making us welcome when we visited your school recently. We really enjoyed finding out about the interesting things you do. This letter is to tell you what we found on our inspection.

First, you need to know your school is a good one. Here are some of the many things your school does well.

- You make good progress and your attainment is above average in reading, writing and mathematics by the end of Year 6.
- You enjoy reading and your progress is excellent in reading in Key Stage 2.
- You make your school a special place because you are good learners, are friendly, work hard and behave well.
- You have many exciting learning opportunities including in information and communication technology, music, art, design and technology and sport, as well as for after-school clubs.
- Your teachers are good at making your lessons interesting.
- Staff take very good care of you and you told us how extremely safe you feel.
- Your headteacher leads you all very well and all the staff and governors think very carefully about what is best for you.

This is what we are asking your school to do to improve.

- In Reception, make sure you do as well in reading and writing as you do in problem solving, reasoning and numeracy and also give you better choices for learning through play.
- Make sure you make as good progress in Year 1 as you do in Years 2 to 6.
- Help your teachers to always plan activities for you that build on what you already know.

We hope you will continue to enjoy school and carry on working hard in all you do.

Yours sincerely

Eileen Chadwick

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.