

Inspection of Gagle Brook Primary School

Cranberry Avenue, Bicester, Oxfordshire OX27 8BD

Inspection dates: 27 and 28 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud of their growing school and its eco-friendly building. They know and understand the school's values and its 'One Planet Principles'. One parent summed up the views of many by stating that the 'values permeate the children's everyday experience'.

Pupils know and abide by the '3 Golden Rules'. They work hard, enjoy their learning and take pride in their achievements. There is a culture where everyone looks out for each other. Pupils enjoy spending time with their friends and playtimes are harmonious. Bullying is rare. Adults do not tolerate it; if it happens, pupils quickly receive help. Pupils are happy and safe.

Leaders have created an environment where pupils feel listened to and valued. Pupils apply for positions on the pupil leadership team and are honoured to represent their school. They enjoy participating in the experiences and trips arranged for them. Pupils enjoyed the Year 3 residential to Hill End saying, 'It helped us learn in different ways.' Pupils can access a range of clubs throughout the year, from learning to write code to singing in the choir.

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

Pupils benefit from a curriculum that aligns well with the school's principles and values. Leaders are rightly proud of the way the curriculum helps pupils learn about global issues. With the support of the trust, subject leaders are refining their curriculum areas. Leaders monitor the impact of this regularly and are prioritising embedding the curriculum. In a small number of subjects, this work is new. As a result, pupils' ability to recall some important information in these subjects is not as secure as it could be.

In most subjects, pupils progress through the curriculum well because the important knowledge they need to learn has been identified and ordered effectively. Teachers plan opportunities for pupils to revisit their learning and deepen their understanding. However, this does not happen as well in a few curriculum areas, including history and geography. In these subjects, leaders have not yet clearly pinpointed all the important facts pupils should learn and when. This makes it difficult for teachers to plan and check what pupils know and remember. Sometimes teachers introduce new ideas before pupils are ready.

Reading is given prominence by leaders. Teachers choose class texts that are varied and broaden pupils' knowledge. They encourage pupils to read widely. Pupils talk with enthusiasm about the books their teachers read in daily reading sessions and the weekly reading assembly. The school's early reading programme is effective. Children begin phonics immediately when they start school. Staff are well trained. They ensure pupils' early reading books help them to practise the sounds they have been learning in class. This helps pupils to develop fluency and become confident readers.

Teachers have high expectations for all pupils. They use ambitious vocabulary and think carefully about how to check and challenge pupils' thinking. This begins in the early years, where high-quality questioning and the use of resources support children's understanding. In most subjects, leaders have implemented effective systems to support ongoing assessment of pupils' knowledge. Teachers use this information to identify gaps in pupils' learning and provide small group interventions to help these pupils keep up. However, this work is new or in development for a small number of subjects.

This is an inclusive school. Pupils with special educational needs and/or disabilities (SEND) learn well in many subjects. This is because staff provide tailored support to enable them to learn confidently and successfully. Pupils who attend The Nest, the newly opened specially resourced provision for pupils with SEND (specially resourced provision), are well provided for and are becoming involved in the life of the school.

Leaders ensure that pupils' personal development is woven through the curriculum. Pupils are taught about sustainable living, and they are keen to play their part in reducing the school's carbon footprint. Pupils learn to respect difference in people, including how they look, their faith and their abilities. They have a clear sense of right and wrong. They know how to look after their physical and mental health and have an age-appropriate understanding of healthy relationships.

Staff are proud to work at this school. They value the benefits they receive from the shared training that being part of a trust provides. Staff feel well supported and appreciate how leaders have considered their workload and well-being. Governors have a clear view of the strengths of the school and understand their responsibilities. They provide effective support and challenge.

Safeguarding

The arrangements for safeguarding are effective.

The curriculum gives pupils information to keep themselves safe, including online. Pupils know how to stay safe and what to do if they are worried. They have an appropriate understanding of consent and understand they must not share images or information without permission.

Staff understand that it is everyone's responsibility to keep pupils safe. They are trained and vigilant. They are quick to report any concerns about a pupil who may be at risk of harm. Record-keeping is comprehensive. Leaders take swift action to get pupils and their families the help they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not yet identified and sequenced all the knowledge pupils are to learn. Where this is the case, pupils do not learn as well as they could. Leaders should refine subject plans to identify all the important information pupils are to learn, starting from the early years.
- Across the wider curriculum, leaders' approach to checking what pupils know and remember is not yet consistent in all subjects. As a result, teachers do not have the information they need to address gaps in pupils' learning. Leaders should ensure that effective assessment strategies are firmly embedded in all subjects.

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

Unique reference number	141201
Local authority	Oxfordshire
Inspection number	10241586
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	105
Appropriate authority	Board of trustees
Chair of trust	Ninna Gibson
Principal	Simon Isherwood (Principal) Emily Holloway (Head of School)
Website	www.gaglebrook.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of The White Horse Federation multi-academy trust.
- The school has a specially resourced provision for up to 12 pupils with autism spectrum disorder.
- The governing body manages a nursery for 3- to 4-year-olds and before- and after-school childcare provision
- The school does not use alternative provisions.

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.

- Inspectors met with the headteacher and other senior leaders. They also met with members of the governing body and a representative of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and art. For each deep dive, 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 samples of pupils' work.
- During the inspection, inspectors considered responses to the pupil survey. They met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors scrutinised a wide range of information, including a selection of the school's records. Inspectors spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. Inspectors spoke to the safeguarding leader about the recording and reporting of safeguarding incidents.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to the online survey, Ofsted Parent View. They also took account of staff's and pupils' responses to Ofsted's online surveys.

Inspection team

Laura James, lead inspector

His Majesty's Inspector

Lucy Hillyard

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022