

Inspection of Grazeley Parochial Church of England Aided Primary School

MereOak Lane, Grazeley, Reading, Berkshire RG7 1JY

Inspection dates: 4 and 5 October 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

In this small, friendly school, older pupils feel a sense of responsibility to care for the youngest children. This helps the newest children quickly settle into their new environment. These kind friendships contribute to the unique Christian family atmosphere that is appreciated by parents, staff and pupils. All pupils are made to feel included here. Extra support needed for pupils with special educational needs and/or disabilities (SEND) is carefully thought about.

Leaders' expectations of behaviour are high. The new, clear approach that is being put in place is beginning to help pupils improve their behaviour. Pupils mostly feel safe around school. Some reflected positively on recent new play equipment, which has been a well-received addition to the outdoor play areas. Incidences of bullying are few, and pupils trust the adults in school to resolve issues quickly.

While leaders have high aspirations for all pupils to achieve their best, pupils are not yet benefiting from a carefully considered and organised curriculum. Pupils cannot confidently recall and describe important information that they have learned in some subjects. This means they struggle to make connections and build on what they might already know.

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

The school has experienced a turbulent time over the last year. Changes in teaching staff and in leadership have meant that important improvements to the curriculum have not been made. The newly appointed headteacher has quickly established positive relationships with staff and parents. She has already started making improvements and has a clear vision for the future. Further work is now underway to ensure leaders at all levels develop the skills and expertise needed to realise this vision.

The development of the curriculum is an urgent priority. The knowledge that pupils should be taught in science and the foundation subjects is not yet clearly sequenced. This includes consideration of what is taught in Reception, and how this prepares children to be ready for Year 1. Senior leaders recognise the need for improvements so pupils can connect their learning in all subjects. Because the curriculum is not yet thoughtfully planned, teachers do not consistently check what pupils know and remember. This means that pupils have gaps in their knowledge that are not quickly identified. Pupils therefore do not have all the expertise they need to be ready for the next stage of their education.

There is a consistent approach to the teaching of reading and phonics being put in place. The impact of this can be seen in Reception, where children are able to identify and read the different sounds they are learning. Where pupils have gaps in their phonic knowledge, skilled staff help them catch up. Books are carefully matched to pupils' phonic knowledge, so they can practice and become fluent readers.

Leaders aspire for all pupils to achieve what they need for their future success. Well-considered support is in place for pupils with SEND who have more complex needs. Leaders know they need to make sure that all teachers further develop their expertise in providing the right support to ensure all pupils with SEND achieve well.

Leaders' focus on establishing a consistent approach to behaviour is beginning to make a difference. This work needs to continue because expectations about behaviour for learning are not yet consistently in place in all classes.

In the early years, children form friendships with one another quickly. They play and share well. Although adults know the children well, they do not always promote and maximise learning opportunities through the activities provided. There are many missed opportunities for children to practise their learning in phonics or expand their vocabulary. Leaders know they need to prioritise training for staff so that they can help children learn through richer learning experiences.

The school values of 'be strong, be courageous and do everything in love' form the basis of the approach to pupils' personal development. Assemblies help pupils develop their understanding of faith and belief. However, pupils do not yet have a broad understanding of the diversity of different cultures. Older pupils appreciate a range of opportunities to take on responsibilities around the school, such as being a librarian or play leader. They are keen for younger pupils to be given more of these opportunities as well.

Governors are very supportive of the leadership of the school and have worked hard to re-establish a stable and forward-thinking staff team in school. They are well informed about the challenges leaders are facing and they are committed to playing their part in the improvements needed to ensure pupils receive a good education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are dedicated to making sure pupils are safe in school. Staff are well trained to notice and report any concerns they may have that a child is at risk. Pupils learn how to keep themselves safe. They have an age-appropriate understanding of how to stay safe online.

Leaders respond to reported concerns swiftly. They know they need to be proactive in following up any referrals for help, to make sure this happens quickly. Occasionally, records do not contain all the actions taken in response to an incident. This means that leaders may not always have a full picture of what actions have been taken to keep pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the newly revised curriculum in the foundation subjects and the early years, leaders have not clearly identified the essential knowledge that pupils should learn. This means that pupils are not always taught the key knowledge they need in a clearly sequenced way so that they can build on prior learning. Leaders need to refine the curriculum so that it identifies the precise knowledge that pupils must know and remember.
- Leaders have not fully implemented a consistent assessment system across the school in all subjects. Teachers are therefore unable to identify and quickly remedy any gaps in pupils' knowledge and understanding. Leaders need to put in place an effective assessment process across foundation subjects.
- In the early years, the activities provided do not help all children achieve leaders' aims. This means there are too many missed opportunities for children to learn or practise and to build their knowledge over time. Leaders need to ensure that adults have the necessary expertise they need to prioritise the right activities and approaches that will help all children be ready for key stage 1.
- Sometimes, safeguarding records lack sufficient detail about the action taken in response to an incident. This means vital information could be missed. Leaders need to make sure that all actions are clearly and consistently recorded.

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 | 110015 |
| Local authority | Wokingham |
| Inspection number | 10241018 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 208 |
| Appropriate authority | The governing body |
| Chair of governing body | Peter Lambert |
| Headteacher | Jane Critchlow |
| Website | https://grazeleyprimaryschool.co.uk |
| Dates of previous inspection | 17 and 18 September 2019, under section 8 of the Education Act 2005 |

Information about this school

- There have been recent changes in the senior leadership of the school.
- The school uses one unregistered alternative provision.
- This school is a Church of England school in the Diocese of Oxford. Its last section 48 inspection for schools of a religious character took place in July 2016.

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, who is also the designated safeguarding lead, other senior leaders, subject leaders, teachers and teaching assistants.

- ② The lead inspector met with governors, including the acting chair of the governing body. A representative from the local authority and a representative from the local diocese were also spoken with.
- ② Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- ② Inspectors also observed pupils' behaviour in lessons, around the school and outside during social times.
- ② Inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, speaking to staff and governors and discussing this with pupils.
- ② The inspection team considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys and discussions conducted throughout the inspection.
- ② Inspectors reviewed a range of the school's documentation, including school improvement documentation and governing body minutes.

Inspection team

Jo Petch, lead inspector

His Majesty's Inspector

Emma Law

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