

Inspection of a good school: Gretton Primary School

Gretton, Cheltenham, Gloucestershire GL54 5EY

Inspection dates:

4 October 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils do not learn as well as they could, in some subjects, because of weaknesses in the curriculum. Although leaders have identified this as a development point, work on curriculum design has just started. As a result, pupils do not build on prior knowledge well.

Pupils enjoy school. They conduct themselves suitably and are proud of their school. Pupils cooperate with each other when learning and at playtimes. They are polite and respectful. Pupils are courteous when interacting with their peers and adults. They use appropriate vocabulary when talking about their learning.

The majority of pupils behave well. However, some need extra help to meet teachers' expectations. Leaders provide support to these pupils to be more successful in class. Pupils are adamant that there is no bullying in school.

Pupils take pride in the roles and responsibilities they can undertake. These include becoming members of the school council and older pupils being 'Big Friends' to children in Reception. Staff provide a wealth of wider opportunities that enrich pupils' experiences of school.

Parents are appreciative of the school and the sense of being part of the local community. One comment from a parent exemplifies this: 'We have been made to feel very welcome at Gretton.'

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

Leaders have started to make improvements to the curriculum. However, the curriculum design in some subjects is not well thought out. Teachers do not have sufficient

understanding of the important knowledge pupils need in some subjects. Therefore, the sequence of learning does not help pupils to build their knowledge deeply. Teachers do not consistently revisit and check pupils' knowledge and understanding. Consequently, pupils struggle to remember their learning over time.

In stronger areas of the curriculum, leaders have set out what to teach and when. For example, in physical education, teaching builds on prior learning of different techniques and how these are then applied into games. Pupils enjoy their lessons in physical education (PE). They are able to use their learning to be successful at sport. However, this is not the case in all subjects. Where the curriculum is not as well designed, such as in mathematics, teaching does not follow a clear sequence of learning. As a result, pupils do not build on what they know to help them in problem-solving activities.

Children get off to a good start in early years. The curriculum is planned carefully and provides the building blocks for later learning. Leaders have established clear routines that help children to quickly settle after transition into the school. Children enjoy their time in school because they form positive relationships quickly. Learning activities are matched to meet the needs of the children.

Reading is one of the leaders' top priorities. They have invested in promoting a love of reading. Pupils enjoy reading and the range of books that are available to them. Leaders have recently introduced a new phonics programme. Phonics teaching is not embedded. There needs to be a more consistent approach. Younger children start their phonics learning straight away. Teachers in Reception class make effective use of assessment. This ensures that children remain on track with their reading. However, leaders do not ensure that this knowledge strengthens when pupils move further through the school. Consequently, some pupils struggle with reading and are not as fluent as they could be. They do not apply their phonics learning effectively.

Leaders have an accurate view of the support pupils with special educational needs and/or disabilities need to overcome barriers to learning. Teachers target this support effectively. Leaders and teachers suggest activities to do at home to strengthen knowledge and understanding. This increases the strong partnership between the school and parents.

Leaders' work to promote pupils' wider development is a strength. Pupils have opportunities to represent their school at local sporting and cultural events. They are proud of their school's sporting achievements. Pupils are both local and regional champions in many different sports. They appreciate the wide range of extra-curricular activities on offer. Leaders place a strong emphasis on social and emotional support for pupils. This ensures that pupils feel cared for within the school.

Staff say that leaders' expectations are realistic and the workload is manageable. They appreciate the support of leaders in their professional development. Staff are proud to be part of the school and work well with their colleagues.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure staff know their responsibility to keep pupils safe. Regular training and updates provide staff with the knowledge and tools to complete their roles. Staff know pupils well and spot if there is something wrong. Pupils feel safe in school. They know how to stay safe, including when online. The checks made when new members of staff or volunteers join the school are robust. Governors monitor these carefully.

Leaders work with outside agencies well to provide early help support to families who need this assistance.

The school has suitable policies in place to raise awareness among staff and parents about the dangers of sexual harassment, online sexual abuse and sexual violence.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some subjects within the curriculum are not planned carefully. Pupils do not build on the knowledge they already know to enable them to remember more. Leaders need to ensure that the curriculum in all subjects sets out the knowledge that pupils need to be taught.
- In some subjects, teachers do not have sufficient subject knowledge. This means they do not sequence the learning well. For example, teachers do not always know the components of knowledge that pupils need. Leaders need to deepen teachers' subject knowledge so they can help pupils learn and remember the key concepts in the right order.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2017.

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	137854
Local authority	Gloucestershire
Inspection number	10227858
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair of governing body	Anne Hanson
Headteacher	Richard Woolston
Website	www.gretton.gloucs.sch.uk/
Date of previous inspection	15 and 16 March 2017, under section 5 of the Education Act 2005

Information about this school

- Leaders do not use any alternative provision.

Information about this inspection

- This is the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the leaders and have taken that into account their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, the special educational needs coordinator, subject leaders, a group of staff and members of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and PE. Inspectors discussed the curriculum with subject leaders, visited lessons across the school, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors scrutinised information relating to safeguarding, behaviour and school self-evaluation.

- The lead inspector spoke to parents and carers, reviewed the responses to Ofsted Parent View, including free-text responses, and reviewed the responses to the staff survey.

Inspection team

Paul Smith, lead inspector

Ofsted Inspector

Gina Cooke

Ofsted Inspector

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