

Inspection of a good school: George Grenville Academy

Chandos Road, Buckingham, Buckinghamshire MK18 1AP

Inspection dates:

28 to 29 March 2023

Outcome

George Grenville Academy continues to be a good school.

What is it like to attend this school?

Pupils are happy and feel safe. This is seen around the school, in lessons and at breaktimes. Pupils care for and look after each other. Leaders are determined that pupils show kindness around the school, working together to fill 'kindness buckets'. Pupils know the school's values and understand the meaning of respect, saying everyone is welcome at their school.

Leaders have high expectations of how pupils should conduct themselves in school. Pupils are engaged in their learning and say that lessons are fun. This starts in the early years, where pupils have access to a wide range of learning activities, both inside and outside of the classroom. Playtimes are well structured, and pupils across the school play well together. Bullying is rare. Pupils say it is not accepted and that if it did happen, staff would deal with it quickly. Leaders give pupils the tools to manage conflict and any friendship fallouts, making playtimes a positive experience.

Leaders value the personal development of pupils and offer a wide range of clubs and activities to take part in. Pupils love the school trips and speak fondly of the key stage 2 production that takes place at a local theatre.

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

Leaders are ambitious to ensure that their curriculum is the best it can be. Leaders are designing a curriculum that is relevant for their school and local area. For example, they ensure that local, well-known artists form part of their artist studies in art. In early years, local area walks are built into the curriculum throughout the year. Additionally, links are made with local groups and people to ensure that pupils have a wider understanding of their community.

Leaders have sequenced and mapped their curriculum well. In some subjects, including art, the work is new or is in the process of being completed. In these subjects, some of the knowledge pupils are learning has not yet been fully remembered.

This is an inclusive school, and leaders want all pupils to thrive. Early support and identification of pupils with special educational needs and/or disabilities (SEND) allows effective support in the classroom. Adaptations are appropriately made to lessons for pupils with SEND.

Leaders are determined to develop a love of reading among the pupils. This is realised in many ways, such as through trips to the local bookshops, links with the university, sticker charts and fundraising for their book corners. There are books everywhere, from Nursery through to Year 6. Leaders have implemented a consistent phonics scheme across the school and have acted quickly to identify gaps in pupils' knowledge. Catch-up sessions are available for those pupils who are at risk of falling behind. Staff are well trained to deliver the scheme and ensure that pupils' books are accurately matched to the sounds they are learning, allowing pupils to read with accuracy. Pupils in early years are immersed in books from the start of their school life.

Pupils love learning. In lessons, they are fully involved in learning. There is a high degree of concentration and calmness. Pupils say they are able to work uninterrupted. During lessons, pupils can use a range of resources to help them work independently. Additional tasks are also given to ensure pupils are challenged in their thinking.

Leaders ensure there is an understanding of difference and diversity, which is celebrated. Pupils know and accept a range of differences found in modern Britain. Pupils also have a broad understanding of healthy lifestyles and keeping safe. They understand the links between healthy diet and exercise. Pupils say they have a voice in the school and that adults listen to them. Older pupils are proud of their additional roles and responsibilities, such as play leaders and house captains.

Leaders ensure that staff have access to a range of training and development. Training allows staff to feel confident in delivering the curriculum. Staff are also given strategies to support pupils with SEND in the classroom. Leaders, including those responsible for governance, are aware of staff well-being and workload and ensure that staff are supported in their roles. Leaders are aware that persistent absenteeism remains too high. Leaders are working to ensure that those pupils who miss school regularly are helped to improve their attendance.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong safeguarding culture across the school. Leaders ensure that staff are trained to know the signs that suggest a child may need help or support. Records are detailed, and leaders act quickly on information given to them, escalating concerns when needed. Minutes of meetings are robust.

The trust and local governing board assure themselves that safeguarding is effective, with commissioned audits and regular visits to speak with the designated safeguarding leads and staff.

Pupils learn about keeping themselves safe. This includes risks to them in daily life, such as playing on ice, but also how to keep safe online. Pupils know there is a trusted adult they can speak to if they have a concern or worry.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Recent changes to the curriculum development for some subjects are still new, and therefore the full impact on what pupils are learning and remembering is not yet evident. Leaders should continue to implement their ambitious curriculum plans in their entirety and monitor their impact over time.
- Persistent absence remains too high. The pupils who are persistently absent are not fully benefiting from all the school has to offer. Leaders should continue to explore what additional strategies and support, both within and external to the school, these families need to further improve attendance.

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 on 17 and 18 January 2018.

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	140368
Local authority	Buckinghamshire
Inspection number	10256528
Type of school	Primary
School category	Academy
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	Board of trustees
Chair of trust	Liam Harrison
Headteacher	Emma Killick
Website	www.georgegrenville.co.uk
Date of previous inspection	17 and 18 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Campfire Trust, which is made up of six primary schools.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, two assistant headteachers, special educational needs coordinator, subject leaders, teachers, governors, CEO of the trust and the trust board.
- The inspector carried out deep dives in early reading, mathematics and art. During the deep dives, the inspector spoke with leaders, visited lessons, looked at examples of pupils' work and spoke with pupils.
- The inspector looked at a range of documents, including school improvement plans and minutes of governor meetings.

- The inspector considered the responses from parents, pupils and staff to surveys issued at the time of the inspection.

Inspection team

Simon Woodbridge, lead inspector

His Majesty's Inspector

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