

Inspection of Alder Grove Church of England Primary School

Alder Grove, Shinfield, Berkshire RG2 9RA

Inspection dates: 13 and 14 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
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 thrive at this newly established school. They understand the values of kindness, service, truthfulness, forgiveness, courage and perseverance and can talk about these with confidence. Pupils learn about these values from the very start of their time in school and this helps them to develop their understanding of how to work together well. Staff have high expectations and help all pupils, including pupils with special educational needs and/or disabilities (SEND), to make progress through the curriculum. Pupils feel safe. They have very positive relationships with each other and with staff at school. Pupils learn about how to keep themselves safe online and they know how to keep safe outside of school, such as how to cross the road safely.

Pupils have very positive attitudes to their learning. They enjoy the opportunity to support each other through groups such as the school council, meeting regularly and discussing whole-school issues, including litter picking and arranging football nets for playtimes. Older pupils are very proud to take on roles such as 'young leaders', who help pupils at lunchtimes. For example, they guide other pupils where to sit and they help the staff who are on duty. Pupils are positive role models for each other.

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

Leaders have high expectations for all pupils. Leaders benefit from expert support from academy trust staff and close partnerships with other schools to develop their curriculum expertise. In core subjects such as mathematics, the curriculum is embedded securely. Staff are thoughtful, reflective and plan sequences of lessons that include clear steps to help pupils know and remember more. In the wider curriculum, subjects such as history build pupils' knowledge successfully. For example, pupils can explain what they have learned about local history, such as Huntley and Palmer's biscuit factory. However, in some subjects, such as art, the curriculum is at an earlier stage of development and pupils' learning is not as secure.

Pupils learn to read exceptionally well. Early reading and phonics teaching are highly effective, and these start strongly in the early years. Leaders have established rigorous, systematic approaches that support all pupils to develop the knowledge that they need. Staff track how well pupils have learned. If any pupils fall behind, they are given the support that they need to catch up quickly. Staff promote reading for pleasure across the school and this starts well in Nursery. Staff carefully choose books to read to pupils that inspire and help to develop a love of reading. Pupils enjoy the school library and the opportunity to select books to read from a range of diverse authors and genres.

Pupils with SEND achieve well. Staff adapt the curriculum and are sensitive to individuals' needs, working with external support and creating highly personalised programmes where needed. For most pupils with SEND this has a clear, positive impact. There are increasing numbers of pupils with SEND who are joining the

school, and some pupils' needs are increasingly complex and changing over time. Leaders continue to adapt provision, but support is not always as precise as it could be, meaning that a small number of pupils with SEND could achieve even more.

Pupils' behaviour is exemplary. Staff teach pupils how to behave using the school's values. They apply the behaviour policy consistently and pay close attention to pupils' individual needs. Pupils are highly respectful and confident. There are very strong, positive relationships. Pupils' physical and mental health is nurtured through a deliberate approach. For example, pupils learn the importance of living a healthy lifestyle through the physical education curriculum and this is also considered within the school lunch offer. Leaders celebrate diversity through community events and assemblies that help pupils and families to feel a sense of belonging. One parent summed this up, saying, 'Leaders really care about every child and every family at this school. My children have thrived...the school has worked hard to build a community from the very beginning.' Pupils enjoy the wide range of clubs that are on offer at the school. Visitors with expert knowledge are invited into school to help to bring the curriculum to life. For example, pupils in Year 1 enjoyed learning about transport and had the chance to examine an electric car and a vintage car in the school grounds to see how vehicles have changed over time.

Governors, trustees and the diocese offer strong support to the school. They know the school's strengths and areas for development and engage well with staff to support them with their workload and well-being. Parents, pupils and staff are all extremely positive about the school and are excited about the school's continued growth.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are regularly trained in safeguarding. Leaders and governors check how well staff understand the policies and procedures that are in place. Staff have close relationships with the children and families. This helps staff to be alert to any changes that may indicate a child is at risk of harm. The assembly curriculum and the school's safeguarding curriculum help pupils know how to keep themselves safe, including when online. Highly detailed record-keeping shows that leaders take swift action if there are any concerns raised. Governors complete safeguarding training so they have the knowledge they need to check the effectiveness of safeguarding, including safe recruitment practices.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The wider curriculum is still in the process of being implemented fully effectively. As a result, some pupils do not achieve as well as they could across some

curriculum areas. Leaders should continue to ensure that teachers implement the curriculum as intended, enabling all pupils to achieve well.

- Some support for pupils with SEND is not as precise as it could be. Although pupils' needs are being met, some pupils with SEND could achieve even more. Leaders should further develop provision with a focus on SEND so that all staff can support the growing and changing needs of pupils who attend the school.

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	147862
Local authority	Wokingham
Inspection number	10256259
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	Board of trustees
Chair of trust	Jane Peters
Headteacher	Philip Theobald
Website	www.aldergrove.wokingham.sch.uk
Dates of previous inspection	9 and 16 June 2020, under section 8 of the Education Act 2005

Information about this school

- Alder Grove Church of England Primary School is a mixed 3 to 11 academy free school that opened in September 2020. The school is a Church of England school in the Diocese of Oxford and is part of the Keys Academy Trust.
- The school does not currently use any alternative provision.

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.
- During this inspection, inspectors carried out deep dives in early reading, mathematics, history and art. This involved meeting with leaders of those subjects, visiting lessons, looking at pupils' work and talking to pupils and staff about learning in these subjects.

- Inspectors met with the head of school and other staff. They reviewed documentation and actions taken to safeguard pupils and promote their welfare, health and safety.
- The lead inspector met the chief executive officer, the chair of the trust, other trustees, members of the local governing board and a representative from the diocese.
- Inspectors looked at curriculum documents, school policies, safeguarding documents and employment checks, including the single central record.
- Inspectors considered responses to the Ofsted online questionnaire, Ofsted Parent View. Inspectors also considered the responses to the survey for staff.

Inspection team

Carl McCarthy, lead inspector	His Majesty's Inspector
Lorraine Greco	Ofsted Inspector
Kate Fripp	His Majesty's Inspector

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