

Inspection of a school judged good for overall effectiveness before September 2024: Goring Church of England Aided Primary School

Wallingford Road, Goring-on-Thames, Reading, Berkshire RG8 0BG

Inspection dates:

3 and 4 December 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive at this harmonious and happy school. Each morning they arrive excited to learn. The school is highly ambitious that all pupils develop a sense of belonging, believe in themselves and achieve. Pupils live up to these expectations. They know that it is important to work hard and concentrate in lessons. Pupils say that the best thing about this school is that they learn, 'really interesting and useful things'. For example, pupils take pride in growing, harvesting and selling produce to support a local foodbank.

Pupils behave well. In lessons and around the school, they are polite and well mannered. Throughout the school, strong and caring relationships between staff and children are formed. This helps pupils feel safe, nurtured and secure.

Pupils are excellent ambassadors for the school. Many have represented the school in musical, sporting and cultural events, both locally and regionally. The school offers pupils numerous roles and responsibilities. These help pupils to grow in confidence as they learn that their actions can benefit others. Pupils understand that they all play a part in making the school such a caring community. For example, those who are play leaders devise exciting games for younger pupils.

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

Pupils study a rich, ambitious and well-designed curriculum. The important knowledge and skills that pupils need to learn has been set out in a logical order. New learning builds

on what has been previously learned. This means that pupils build their knowledge on strong foundations and develop a depth of understanding over time.

Teachers are highly skilled. They complete regular training, which ensures they have the expertise to teach the curriculum well. Teachers provide frequent opportunities for pupils to revisit learning and apply their ideas. For example, children in the early years use their knowledge of early number when completing activities.

The provision for pupils with special educational needs and/or disabilities (SEND) is a strength. The school has clear and precise processes in place to identify and meet their needs. Staff are experts in adapting the curriculum as well as their teaching when needed. This means that pupils with SEND develop the knowledge and skills to achieve exceptionally well.

Expertly trained staff ensure that pupils learn to read well. The phonics programme is highly effective. Children in the early years delight in identifying the sounds that letters make. Pupils routinely practise their reading skills, both at home and school. This means that if any pupils fall behind, they receive the support they need to catch up. Pupils quickly learn to sound out words and go on to become confident and fluent readers. Pupils speak with enthusiasm about the stories they are reading. The recent online visit by an author, for example, helped to fire pupils' imaginations.

In the early years, children have a strong start to their learning. Adults plan activities carefully to meet each child's needs. The environment is bright and inviting. Children quickly learn to share and take turns with equipment. The school provides a wealth of opportunities for children to explore. For example, in the mud kitchen, children often make up their own stories and act them out.

The school excels in giving pupils the opportunity to feel a valued part of school. Examples include becoming a member of the school council or belonging to the school orchestra. There are numerous groups that nurture pupils' sense of responsibility, such as the eco-squad. Pupils have a depth of understanding about issues related to their physical and mental health. For instance, school mental health ambassadors raise money for mental health charities. Pupils are taught how to stay safe online and in the community. They learn about the diversity of beliefs and lifestyles found in modern Britain. This means that pupils are well equipped for their future lives.

Pupils behave exceptionally well. They are kind and considerate. In lessons, pupils are motivated learners. Attendance is a high priority. The school acts quickly if attendance dips. As a result, pupils attend school regularly.

Highly effective leadership has ensured that the school goes from strength to strength. Staff are overwhelmingly positive about working at the school. They say that their workload and well-being are carefully considered by leaders. Governors are committed to ensuring that pupils achieve the very best educational outcomes. Parents and carers feel fortunate that their children attend this school. Many commented on the sense of community and happy atmosphere at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in November 2014.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium](#)

[funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

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| Unique reference number | 123201 |
| Local authority | Oxfordshire |
| Inspection number | 10341555 |
| 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 | 166 |
| Appropriate authority | The governing body |
| Chair of governing body | Henry Fay |
| Headteacher | Angela Wheatcroft (Executive headteacher) |
| Website | www.goring.oxon.sch.uk |
| Date of previous inspection | 28 March 2019, under section 8 of the Education Act 2005 |

Information about this school

- Goring CofE Primary School is a Church of England school in the Diocese of Oxford. It was last inspected under section 48 of the Education Act 2005 in December 2019. The school's next section 48 inspection is due to take place within the next couple of years.
- Since the previous inspection, the headteacher of this school has taken up the post of executive headteacher at Stoke Row CofE Primary in Henley-on-Thames. She is now the executive headteacher of both schools, spending half the week at this school and half the week at Stoke Row CofE Primary School.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.

- During the inspection, the inspector met with the executive headteacher and other leaders at the school. In addition, the inspector met with members of the governing body, including the chair. She also held conversations with a representative from the local authority and a representative from the Diocese of Oxford.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. She also listened to pupils in Years 1 and 2 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site.
- A range of policies and procedures were considered, including those that relate to the curriculum, SEND and behaviour.
- The inspector spoke with parents and carers at the end of the school day and considered responses to the online survey, Ofsted Parent View, including the free-text responses. The inspector also spoke to staff and reviewed the responses to the online staff and pupil surveys.

Inspection team

Liz Bowes, lead inspector

Ofsted Inspector

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