

Inspection of Grayshott Church of England Controlled Primary School

School Road, Grayshott, Hindhead, Surrey GU26 6LR

Inspection dates: 19 and 20 March 2024

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils understand the school's motto, 'Acorns to mighty oaks'. They appreciate how the school helps them to develop over time. Pupils feel listened to and understood by peers and adults in school. They confidently share any worries and know that staff will support and guide them. Pupils are inclusive and kind to each other. As a result, they feel safe and are positive in their treatment of themselves and others.

The school has clear aspirations for all pupils, many of whom have diverse backgrounds and faiths. In their behaviour and conduct, pupils rise to meet these expectations. Pupils are eager to know more and enjoy learning. However, pupils' achievement in written work and in recent key stage 2 published outcomes does not yet match the school's ambition.

Disadvantaged pupils, including those with special educational needs and/or disability (SEND), are welcomed and supported. Parents and carers of most of these pupils appreciate the high level of nurture and care their child receives. Pupils benefit from interesting opportunities through a wide range of clubs and trips, including engineering, archery and computing. These experiences enrich and support pupils' learning and enjoyment.

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

Children get off to a strong start in Reception. The school has set out a well-sequenced curriculum for what children will learn and when. Leaders prioritise promoting children's language development. As a result, children interact positively and show high levels of concentration and language alongside well-developed physical and social skills. Staff identify children's SEND needs quickly and support is highly effective. Children are well prepared for moving into Year 1.

The curriculum extends from Reception towards ambitious endpoints in Year 6. This has been carefully reviewed in the light of previous underachievement. The school has carefully considered how to support the low numbers of pupils who are disadvantaged in the design of the curriculum.

The school is working hard to eliminate variability in teaching. Staff subject knowledge has been developed which supports them to provide clear explanations. They adapt their teaching appropriately to help pupils with SEND. Other aspects of teaching are not yet secure. For example, the tasks that pupils complete are not sharply focused on the most important content that pupils need to master. The school has identified that pupils are not routinely given sufficient time to practise key skills such as reasoning and problem-solving in mathematics. In addition, staff do not yet consistently check that pupils have remembered the essential knowledge and skills, which means that pupils sometimes have gaps in their learning that are not addressed. As a result, pupils' learning remains variable across the curriculum.

Pupils develop into fluent and accurate readers. The books they read are carefully matched to the sounds they know. Staff are trained effectively but there remain some inconsistencies in how closely staff follow the school's chosen phonics programme. Nevertheless, leaders closely check the sounds that pupils know and take swift and effective action to close any gaps. Pupils read widely and often and love books of many different types. As a result, pupils generally achieve reading standards that are in line with the national average. The achievement in younger year groups is stronger.

Pupils are polite and considerate. The school maintains a calm, orderly environment with consistent routines and expectations. This approach is based on positive reinforcement and warm relationships. Lessons are purposeful, and there are consistently high expectations of pupils. They attend well, and their attitude to learning is positive. Consequently, pupils behave well and this helps pupils to feel safe.

The school promotes kindness as central to developing well-rounded children. It provides carefully chosen experiences that support the curriculum and give pupils a broader view of life beyond Grayshott. Staff carefully model the school values of love, joy, respect and courage, which are seen in the language and actions of pupils throughout the school. The school promotes pupils' physical and mental health effectively. The school provides exciting opportunities to inspire pupils' future aspirations through leadership roles and career events.

The school is successfully addressing the previous underachievement. Leaders have identified the key aspects that need further improvement. They are focused on improving the education of all pupils, including those who are disadvantaged. Governors are well informed and actively challenge and support the school. This work by the school has resulted in rapid improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some task design lacks sufficient rigour. This means pupils are not focused on the most important content during lessons. The school should ensure that the design of tasks is sharply focused on the key content that leaders intend pupils to learn and remember over time. This includes ensuring that pupils have sufficient time to practise problem-solving and reasoning skills.
- Assessment does not support pupils' learning sufficiently well. This means that pupils have had gaps in their learning that have not been identified or addressed swiftly enough. The school should support staff to routinely check pupils'

understanding of the key content and then use this information to inform future teaching so that gaps in learning and misconceptions are swiftly addressed.

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

Unique reference number	116290
Local authority	Hampshire
Inspection number	10296226
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Co-chairs of the governing body	Elizabeth Holbird and Lorinda Holbrook
Headteacher	Richard Austin
Website	www.grayshott.hants.sch.uk
Date of previous inspection	27 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses one unregistered alternative provision.
- The school is a Church of England school in the Diocese of Guildford.
- The school's last section 48 inspection was in November 2023.

Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors 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 inspection team held meetings with the headteacher, senior leaders, teachers and pupils. The lead inspector met with the members of the governing body, including the co-chairs of the governing body, and also with representatives of the local authority and diocese.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, religious education and music. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to some pupils read to familiar adults. Inspectors also reviewed evidence from other subjects, including pupils' work.
- The team spoke with pupils about their experience of the school. It took into account the views of parents, carers and staff through conversations and responses to Ofsted's surveys.

Inspection team

Toby Martlew, lead inspector

His Majesty's Inspector

Paul Bateman

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 2024