

Inspection of Green Park Village Primary Academy

2 Flagstaff Road, Green Park, Reading, Berkshire RG2 6AX

Inspection dates: 20 and 21 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
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 are proud to be part of this inclusive school. They greatly value the wide range of cultures and languages within their learning community. Pupils say this is a school where everyone is welcome and a place where they 'feel loved'.

Leaders have high expectations of pupils' achievement. Pupils rise to this challenge enthusiastically. They work hard in their lessons and listen carefully to their teachers. As a result, pupils learn well across most areas of the curriculum.

Pupils understand and follow the school rules of 'ready, respectful and safe'. They enjoy spending time with their friends and playtimes are busy and fun. Pupils are kind and considerate of each other. Bullying is rare. In rare occurrences of unkindness, adults act swiftly in addressing any concerns.

Pupils take their school leadership responsibilities very seriously, for example being peer mentors at playtimes. They relished the range of clubs provided, such as the popular 'Makes and Bakes'. Participation in clubs is high for all children. Parents are effusive in their praise, with one summing up the views of many, stating that this is a school where pupils are 'given the confidence and safe space to thrive'.

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

There is a well-constructed and ambitious curriculum in place across all year groups, including the early years. It is carefully planned and sets out clearly what pupils should know and when. As the school grows and the community around it develops, leaders continue to refine the curriculum to ensure that it meets the needs of learners. There is a shared determination for all to achieve. Leaders use assessment well. They track pupils' progress across the curriculum from early years. Pupils with special educational needs and/or disabilities (SEND) are swiftly and accurately identified.

Reading is at the heart of the curriculum. High-quality texts are used throughout which capture children's interests right from the start of Reception. Across the school, pupils relish listening to the stories that teachers read to them. Well-trained staff teach phonics expertly. This means that pupils quickly become independent, using these new sounds in their reading and writing. Adults choose books that are well matched to the sounds pupils know. Pupils at risk of falling behind are quickly spotted and given the help they need to catch up. This focused approach helps all pupils to read with confidence and fluency.

Pupils' knowledge builds well from the early years onwards across most subjects. Where teachers' subject knowledge is secure, they skilfully question pupils to check their understanding and identify and tackle misconceptions. For example, in mathematics, teachers use the daily 'Fab 4' to secure pupils' understanding of number facts. Across the curriculum, adults provide well-considered adaptations,

such as 'talking tins', to ensure that all pupils, including those who speak English as an additional language, learn more over time. However, in those areas still being refined, staff do not always check carefully enough how well pupils understand the intended curriculum. In these subjects, pupils do not learn as well as they could.

Pupils' behaviour is good. They behave well in lessons and work hard. This begins in the early years, where children learn important routines and develop a thirst for learning. Play activities are purposeful. Early years staff help each child to develop important early language and mathematical skills in meaningful activities. Children learn how to express how they are feeling. They share equipment and learn to work collaboratively. Children demonstrate high levels of resilience. As a result, they are well prepared for Year 1.

Pupils' personal development is strong. Leaders plan trips and experiences that bring learning to life, such as the visit to Windsor Castle. They also provide opportunities for visitors to share important messages, such as safety around trainlines. Pupils develop confidence by sharing their views on the school council, debating ideas on how to improve their playground. They are keen to help others. Pupils raise money for national charities and have collected items for their local food bank. They learn about different world faiths and understand how others' beliefs may differ from their own. They celebrate their friends' different backgrounds, experiences and interests. This builds a harmonious community where everyone is valued.

The school is well led and managed. Governors work well with leaders, supporting them as they develop this expanding school. They, together with the headteacher, are vigilant of staff workloads, recognising that some have multiple responsibilities. To address this, trust leaders have provided staff with tailored support. Staff, in turn, feel valued and proud to work at this school.

Safeguarding

The arrangements for safeguarding are effective.

Pupils learn how to keep themselves safe, including online. They have an age-appropriate understanding of consent. They know who to speak to if they are worried.

There is a strong culture of safeguarding. Staff are well trained to spot signs that a pupil might be at risk of harm. They report concerns, no matter how small. Leaders are quick to act, seeking external help when pupils and their families need it. The trust has strong oversight and checks regularly that leaders are taking the right actions to keep children safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, teachers do not always know the most important knowledge to check and recap. Leaders should continue their work to refine the curriculum and provide guidance to staff so they know what needs to be learned and the best ways to help pupils secure that knowledge.

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	147868
Local authority	Reading
Inspection number	10256255
Type of school	Primary
School category	Academy free school
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	117
Appropriate authority	Board of trustees
Chair of trust	Gavin Robert
Headteacher	Gemma Jackson
Website	http://greenparkvillageacademy.org
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- This school is an academy free school opened in September 2020 by REAch2 multi-academy trust.
- The school currently has pupils aged four to eight and will expand to four to 11 by 2026.
- 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.
- Inspectors met with the headteacher and other senior leaders. They also met with a member of the local governing board, a member of the trust board and a representative of the trust.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and science.
- For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors scrutinised a wide range of information, including a selection of the school's records. Inspectors spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. Inspectors spoke to the safeguarding leader about the recording and reporting of safeguarding incidents.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey for parents, Ofsted Parent View. They also took account of staff responses to Ofsted's online questionnaire.

Inspection team

Laura James, lead inspector

His Majesty's Inspector

Linda Culling

His Majesty's Inspector

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