

# Inspection of a good school: Nine Mile Ride Primary School

430 Finchampstead Road, Finchampstead, Wokingham, Berkshire RG40 3RB

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Inspection dates: 8 and 9 June 2022

## **Outcome**

Nine Mile Ride Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils are delightful at this welcoming school. They are happy. Together, pupils and staff embody the school's aim: 'Learning for life, together we discover, nurture, achieve and shine'. Pupils enjoy learning. One child told the inspector that he could 'talk about science all day!'

Pupils feel safe and well cared for at this school. They treat each other with respect: one of the school's core values. Adults have high expectations for behaviour, and pupils rise to these. Poor behaviour and bullying are rare. If it does happen, pupils know the adults in school will help them sort it out.

Opportunities at this school allow pupils, including those with special educational needs and/or disabilities (SEND), to shine. Leadership roles, such as democratically elected school councillors and peer mediators, clubs, sporting and performance opportunities are open to all. Leaders are gaining momentum in getting these back up to the level they were before the pandemic. Pupils spoke with excitement about the trips that have restarted. The recent Year 6 residential trip was a highlight.

A broad curriculum ensures that pupils develop an understanding of a wide range of subjects during their time at Nine Mile Ride. There is high ambition for all pupils to learn the curriculum as it has been set out by leaders.

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

Pupils thrive in this nurturing environment. They learn and play together well. From the youngest children in Reception to the oldest in Year 6, no one is left out. Pupils' character education helps them learn to appreciate one another's differences. Everyone is welcome at this school.

Disruption to learning is rare. Pupils' behaviour is exemplary. No time is ever wasted because pupils are keen to get on with their learning. Teachers work hard to bring the

curriculum alive for pupils, whether this be in Year 3, where pupils are preparing to make their own silent movies to showcase at a local cinema, or in Reception, where adults play alongside children, modelling use of language. During the inspection, children enjoyed practising the new words they had learned when they invited the inspector to take part in their market role play.

Leaders and teachers have recently revised the curriculum offer. They have taken into consideration how pupils learn and the needs of all learners, including pupils with SEND. Teachers recognise that this has been hard work. They know even in the most developed curriculum areas there is still work to do to further refine the exact skills and knowledge pupils must learn. This work is underway. Although workload is high, teachers can see the benefits for pupils and know that leaders have worked hard to reduce their workload in other areas.

Reading is a priority. Throughout the school there are many fabulous activities that promote reading. There is a well-stocked library with a qualified librarian, who is ably supported by Year 6 reading ambassadors. Pupils enjoy listening to the stories their teachers read, especially when teachers add in all the character's voices.

For most pupils, the books that they read are well matched to their reading ability. This includes for the youngest children, who lose no time at the start of Reception in learning to read. Adults in Reception and key stage 1 are well trained to teach early reading. They are quick to identify children who fall behind. Children get the help they need to revise the sounds they are learning until they remember them. For a very small minority of pupils in Years 3 and 4, this is not the case. The books they read do not reinforce the sounds they need to learn. Support is in place to help these pupils. However, they are still reading below the expected level for their age.

Teachers make effective use of assessment to find out what pupils can and cannot do. In mathematics, for the younger pupils, teachers challenge pupils and move them on quickly as they grasp new learning. Children in Reception enjoy sharing their knowledge of odd and even numbers by using cubes to find their 'partners'. This enjoyment of number continues into Year 1. Pupils, including those with SEND, start to apply their knowledge in a variety of ways to larger numbers. They think through mathematical puzzles and problems.

In some subjects, such as science, the curriculum is carefully sequenced so that pupils' knowledge is built upon within the year and across year groups. Pupils remember what they have learned and start to connect this to new learning. This helps them to know and remember more. Where learning is new, or not as well thought through, pupils' knowledge is not as strong.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about safeguarding. They are well trained to spot signs that indicate that pupils may need support. Concerns, no matter how small, are referred to safeguarding leaders. These are always followed up. Where support is not offered from outside the school, leaders look for alternative ways in which school staff can support pupils and families so that positive outcomes are reached.

Pupils are taught to be safe. A particular focus has been on staying safe on the local roads, and online safety. Pupils know that bullying and sexual harassment is not acceptable.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The sequence of learning in all subjects has been thought through; however, for some subjects, plans need additional refinement so that teachers can pinpoint the knowledge pupils need to know and remember. Leaders need to continue to further refine their curriculum plans and map out the exact disciplinary knowledge pupils need to learn and when they need to learn it.
- A very small number of pupils in Years 3 and 4 do not have books matched to the sounds they are learning. They have fallen behind in their reading. Leaders and staff need to build on the existing strengths in teaching reading to ensure that these pupils are given the support and resources they need to catch up quickly.

## 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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Nine Mile Ride Primary School, to be good in December 2013.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	145281
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10227002
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	373
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Beckett
<b>Headteacher</b>	Ali Brown
<b>Website</b>	<a href="http://www.ninemileride.co.uk">www.ninemileride.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school does not currently use any alternative provision.
- Nine Mile Ride Primary School converted to become an academy school in February 2018. When its predecessor school, Nine Mile Ride Primary School, was last inspected by Ofsted, it was judged to be good overall.

## 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.
- Meetings were held with senior leaders and four members of the local governing board, including the chair of the local governing board. The inspector also met with the CEO and two trustees, including the chair of the trust.
- The inspector did deep dives in these subjects: reading, science and history. She talked to subject leaders, staff and pupils, visited lessons and looked at pupils' work. She then considered a wider range of evidence to explore the quality of education.

- The inspector reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- The inspector considered the views of parents shared through the Ofsted survey. She gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.

### **Inspection team**

Clare Haines, lead inspector

Ofsted Inspector

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