

Peppard Church of England Primary School

Address: Church Lane, RG9 5JU

Unique reference number (URN): 123135

Inspection report: 13 January 2026

| | |
|--------------------|-----------|
| Exceptional | |
| Strong standard | ● ● |
| Expected standard | ● ● ● ● ● |
| Needs attention | |
| Urgent improvement | |

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders maintain rigorous oversight of attendance and respond promptly when pupils' attendance falls below expected levels. They work closely with families, offering practical support to remove barriers to regular attendance. Leaders' actions drive improvements in the attendance of individual pupils. Published data shows attendance broadly in line with national figures and improving overall.

Pupils demonstrate exemplary behaviour across the school. They are focused, highly engaged and eager to share their learning. Pupils speak confidently and articulately about their work. This reflects the strong, positive culture leaders have established, where pupils feel safe, valued and part of a close, supportive community. Social times are calm and harmonious, with pupils playing exceptionally well together and following school rules with consistency and pride. Leaders act swiftly and sensitively to pupils' needs, putting in effective support where required. Classrooms are highly purposeful, and pupils' enthusiasm for learning is evident throughout the school. Parents are overwhelmingly positive, frequently noting the school's impact on their children's confidence, resilience and personal development.

Early years

Strong standard ●

Leaders carry out a range of checks on the quality of provision in early years. They have recently implemented rapid and highly effective improvements. As a result, children benefit from a well-designed curriculum. Vocabulary and the foundations of learning in English and mathematics are prioritised. Skilful phonics teaching equips children with the essential knowledge they need for early reading and writing.

Leaders and staff demonstrate expertise in early years practice. They use assessment effectively to identify children's starting points, shaping provision so that any gaps in children's learning are closed. All children, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, are closely supported to overcome barriers and develop a rich vocabulary. Children engage in purposeful learning, showing clear enthusiasm and sustaining their focus on their activities. Staff interactions with children skilfully move their learning on.

Children's personal, social and emotional development is prioritised. Consequently, children feel safe, confident and increasingly independent. Across all seven areas of learning, children develop secure knowledge. Outcomes are positive and children are consistently well prepared for Year 1 by the time they leave the Reception Year.

Expected standard

Achievement

Expected standard 

Pupils' achievement in national tests is broadly in line with national averages. Outcomes in English grammar, punctuation and spelling tests remain below average, but leaders have acted swiftly to raise standards.

Phonics is a notable strength, reflecting leaders' clear prioritisation of early reading. Teachers ensure pupils have a secure knowledge of the foundational skills in reading, writing and mathematics. This is reflected in pupils' work, which is neat, legible and accurate. Pupils can reason and apply their mathematical knowledge confidently when faced with challenging problems.

There is some variation in achievement between year groups, and leaders recognise the need for greater consistency. A few pupils do not achieve as well as they could in the core subjects of English and mathematics. This is also the case in some other subjects, where pupils' knowledge is not as deep as the curriculum intends.

Overall, pupils demonstrate appropriate knowledge and skills across the curriculum. They are increasingly well prepared for their next steps. Leaders are clear about the actions needed to deepen some pupils' understanding of key curriculum knowledge.

Curriculum and teaching

Expected standard 

Teaching across the school is generally clear and consistent. Staff have secure subject knowledge and implement the curriculum with confidence. The support and challenge teachers provide are well matched to pupils' needs. This includes in reading, where leaders have strengthened provision to maintain fidelity to the phonics scheme and broaden pupils' experiences through a more diverse range of texts. Pupils enjoy reading and engage enthusiastically with books linked to their learning.

The curriculum is carefully sequenced so that pupils build knowledge over time. This is evident in subjects such as physical education and history, where pupils can explain how new learning connects to what they already know. Leaders ensure that teachers follow a continuous and logical progression through the curriculum. They introduce new content in a structured way.

Across the school, leaders have reviewed and refined the curriculum. This helps staff to achieve consistency in their teaching and to manage their workload. Strategies to strengthen pupils' recall of their previous learning are embedded across lessons.

The processes teachers use to check pupils' progress are well considered. They help teachers identify gaps and adapt their teaching when needed. However, leaders recognise that some pupils do not retain key knowledge securely. They are working on ways to improve the effectiveness of teachers' checks.

Inclusion

Expected standard 

Leaders have established a highly effective and inclusive culture where pupils' individual needs are identified quickly and accurately. Early assessment ensures that disadvantaged pupils and those with special educational needs and/or disabilities (SEND) receive timely support. Classrooms are organised to reduce barriers to learning, with clear routines, visual prompts and accessible resources that promote pupils' independence. Increasingly, staff adapt their teaching, and provide targeted support to help pupils keep up with the curriculum.

A well-structured cycle of planning, providing and reviewing pupils' support underpins the school's approach to inclusion. Staff training is purposeful and, on the whole, reflected in the way staff adapt provision to meet pupils' needs. Staff monitor pupils' progress, ensuring that the support they provide is closely matched to pupils' needs. Leaders work effectively with external professionals, including sensory specialists and the local authority, to refine provision.

Communication with families is a strength, with additional meetings helping parents stay informed and involved. Leaders monitor the impact of support carefully and adjust pupils' provision where needed. The pupil premium strategy plans the way additional funding for disadvantaged pupils is spent, for example providing wraparound care. This ensures that disadvantaged pupils access wider opportunities, including a public speaking award, which develops their confidence and oracy.

Leadership and governance

Expected standard 

Recent changes in leadership have made a notable and highly positive difference to the school. Despite changes to staffing, leaders have worked resolutely to ensure that the school continues to go from strength to strength. For example, leaders ensure that any changes to the curriculum are purposeful. They check effectively that, across all areas of learning, pupils demonstrate clear understanding of what they are learning and why. Leaders consistently make decisions that are rooted in pupils' best interests.

Leaders understand the school well. They know what is working and what needs to improve further. This clear view helps them set focused priorities that match the needs of the school community. Governors bring a wealth of skills and expertise to their roles and share this understanding. Governors offer challenge and support in equal measure, while also fulfilling their statutory duties.

Leaders routinely check how well their actions are working and make changes when needed. They plan professional development opportunities for staff carefully to address any needs. The well-considered staff training programme means that staff expertise is enhanced continually.

Leaders think carefully about staff wellbeing. They consider workload when making decisions, and staff say they feel supported and positive about working at the school. This

helps create a calm and committed working culture. Parents and carers show strong confidence in the school.

Personal development and wellbeing

Expected standard 

Pupils feel safe in school. They demonstrate a developing awareness of the school's values and the principles of British values, such as democracy and the rule of law. Pupils speak confidently about kindness, respect and positive relationships.

The school provides a rich and coherent personal development programme that extends well beyond the academic curriculum. Regular trips, sporting tournaments, themed events such as the 'Big Me' careers day, and opportunities to write for 'Peppard News' and take part in music and sporting activities broaden pupils' aspirations. Pupils value these experiences and talk proudly about the opportunities they receive.

The personal development programme is carefully mapped and sequenced, with staff adapting resources thoughtfully to meet the needs of the school community. Statutory content, including relationships and sex education and health education, is delivered through clear, age-appropriate lessons. Pupils develop an understanding of emotional wellbeing through the personal, social and health education curriculum.

Safeguarding and online safety are prioritised. Leaders recognise, however, that some pupils' understanding of online risks and healthy relationships is not fully secure. This remains an area for further strengthening.

Pastoral support is highly effective. For example, specialised emotional support, individual care plans and targeted interventions such as LEGO club support pupils with social, emotional and mental health needs. Pupils behave respectfully, support one another and benefit from leadership opportunities, including team captains and worship leaders. These roles help pupils develop confidence, responsibility and a sense of contributing to school life. Disadvantaged pupils access the range of enrichment activities, reflecting leaders' commitment to equitable provision.

Overall, the school provides a caring, inclusive environment where pupils' personal development is nurtured. Leaders are clear about the next steps needed to deepen pupils' recall of British values, healthy relationships and online safety so that their understanding is consistently embedded.

What it's like to be a pupil at this school

Pupils arrive each morning with excitement for the day ahead. They feel safe, valued and well cared for because staff know them as individuals. Staff have created a calm, nurturing environment. Children in the early years settle quickly and develop confidence and independence. As a result, pupils attend well. They describe the school as a family, reflecting the strong sense of belonging they experience.

Pupils behave extremely well in lessons and around the school. They show kindness and respect in their interactions, building positive relationships with staff and with one another. Older pupils support younger ones, contributing to inclusive and harmonious breaktimes. Pupils say that bullying never happens. They trust adults to act quickly if concerns arise.

Pupils enjoy their learning and engage well with the well-planned curriculum. They concentrate in lessons and can typically talk confidently about what they know and can do. Staff work carefully to remove barriers so that all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), can take part and achieve well. Pupils make secure progress from their starting points, particularly in early reading, where the building blocks of reading are prioritised. They understand how to keep themselves safe, including online, and show respect for difference. This prepares pupils well for life in modern Britain.

Beyond the classroom, pupils take part in a wide range of clubs, sports and leadership roles. Residential visits and enrichment opportunities help them develop confidence, teamwork and responsibility. Leaders ensure that all pupils can participate fully, including those who face barriers.

By the time they leave, pupils are articulate, self-assured and ready for the next stage of their education. They demonstrate the school's values consistently and thrive as active, thoughtful members of their school and wider community.

Next steps

- Leaders should ensure that teachers check pupils' understanding consistently well in all subjects, adjusting their teaching to address any gaps or misconceptions effectively.
 - Leaders should ensure that teachers support pupils to develop detailed knowledge across all aspects of the personal, social and health education curriculum, resulting in pupils being able to confidently recall their learning.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher, special educational needs coordinator, staff, governors, and representatives from local authority and the diocese during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England (Christian) religious character. Its last section 48 inspection was in January 2025.

The school makes use of one registered alternative provision.

The headteacher has been in post since September 2025.

Headteacher: Kirsty Wakefield

Lead inspector:

Simon Woodbridge, His Majesty's Inspector

Team inspector:

Charlene Martin Bakermault, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 13 January 2026

School and pupil context

Total pupils

70

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

10.00%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.43%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.00%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 58% | 61% | Close to average |
| 2024/25 | 80% | 62% | Above |
| 2023/24 | 38% | 61% | Below |
| 2022/23 | 58% | 60% | Close to average |

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 72% | 74% | Close to average |
| 2024/25 | 80% | 75% | Close to average |
| 2023/24 | 63% | 74% | Below |
| 2022/23 | 75% | 73% | Close to average |

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 67% | 72% | Close to average |
| 2024/25 | 87% | 72% | Above |
| 2023/24 | 44% | 72% | Below |
| 2022/23 | 75% | 71% | Close to average |

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 81% | 73% | Above |
| 2024/25 | 80% | 74% | Close to average |
| 2023/24 | 88% | 73% | Above |
| 2022/23 | 75% | 73% | Close to average |

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | | 46% | |
| 2024/25 | S | 47% | S |
| 2023/24 | | 46% | |
| 2022/23 | | 44% | |

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | | 62% | |
| 2024/25 | S | 63% | S |
| 2023/24 | | 62% | |
| 2022/23 | | 60% | |

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | | 59% | |
| 2024/25 | S | 59% | S |
| 2023/24 | | 58% | |
| 2022/23 | | 58% | |

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | | 60% | |
| 2024/25 | S | 61% | S |
| 2023/24 | | 59% | |
| 2022/23 | | 59% | |

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|--------------------|---|--------------------------------|
| Latest 3 year average | | 68% | |
| 2024/25 | S | 69% | S |
| 2023/24 | | 67% | |
| 2022/23 | | 66% | |

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|--------------------|---|--------------------------------|
| Latest 3 year average | | 80% | |
| 2024/25 | S | 81% | S |
| 2023/24 | | 80% | |
| 2022/23 | | 78% | |

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|------------------------------|--------------------|---|--------------------------------|
| Latest 3 year average | | 78% | |
| 2024/25 | S | 78% | S |
| 2023/24 | | 78% | |

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---------|-------------|----------------------------------|-------------------------|
| 2022/23 | | 77% | |

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | | 80% | |
| 2024/25 | S | 81% | S |
| 2023/24 | | 79% | |
| 2022/23 | | 79% | |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 terms) | 5.2% | 5.2% | Close to average |
| 2023/24 | 5.9% | 5.5% | Close to average |
| 2022/23 | 5.2% | 5.9% | Close to average |

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 terms) | 6.6% | 13.3% | Below |
| 2023/24 | 7.1% | 14.6% | Below |
| 2022/23 | 11.4% | 16.2% | Below |

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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