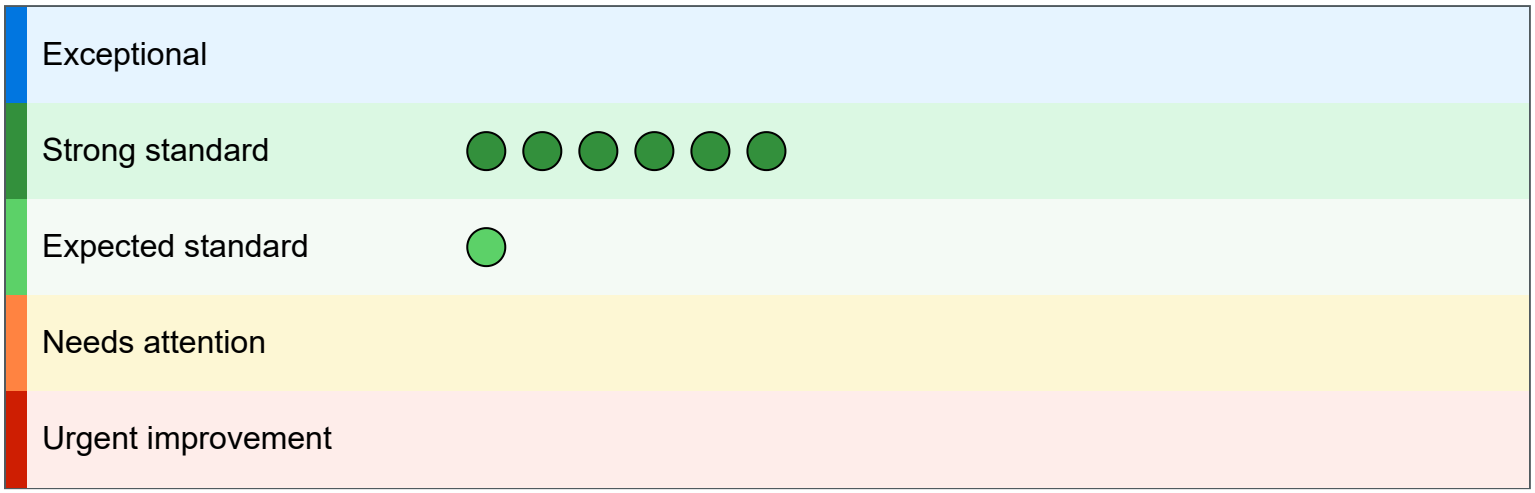
Great Kimble Church of England School

Address: Church Lane, Great Kimble, Aylesbury, Buckinghamshire, HP17 9TH

Unique reference number (URN): 145323

Inspection report: 15 September 2026



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 and staff relentlessly promote the importance of high attendance. They ensure the school environment is nurturing and engaging so that pupils are keen to attend. Attendance has improved and is above the national average as a result. Leaders use robust systems to monitor attendance. They identify concerns quickly and take early action to prevent absence from becoming more regular. Excellent relationships with families enable leaders to identify any pupils who may be struggling with attendance. This means that swift and tailored support is offered.

Leaders have established an effective and inclusive behaviour culture. This is built on high expectations, respectful relationships and positive praise. Pupils' behaviour is excellent. They arrive at school ready to learn and follow the clear rules and routines. Pupils show positive attitudes to learning and engage well in lessons. On the rare occasions that pupils need reminders about positive behaviour, adults do this calmly and in line with their behaviour approach. Pupils with additional needs are supported effectively and benefit from consistent rules and expectations. Older pupils set an excellent example for others to follow. Pupils treat each other with respect. They have no concerns about bullying or unkindness. If anything does happen, pupils know adults will deal with it quickly.

Curriculum and teaching

Strong standard

Leaders demonstrate a comprehensive understanding of the quality of curriculum and teaching across the school. They have secured significant improvements in teaching across the curriculum. The improvements leaders have made have not yet had enough time to secure consistently stronger outcomes in all subjects. Leaders place a strong emphasis on securing essential knowledge and skills from the earliest stages of education. Leaders prioritise the most important learning in phonics, early language, handwriting and mathematics. They think carefully about what pupils need to learn and how they learn best. The school's chosen approach in Years 1 and 2, where pupils have increased opportunities to learn through choice and exploration, has been implemented highly effectively.

Leaders have established a shared understanding of effective teaching, which is consistently used in every classroom. Teachers model learning well. They use questioning skilfully to routinely check pupils' understanding and make decisions about what to do next. Teachers' careful ongoing checks of pupils' work and understanding, and prompt feedback, mean that any gaps in pupils' learning close quickly.

Support staff are used very effectively to support learning and access to the curriculum. Well-considered adaptations reduce barriers to learning and enable all groups of pupils, including those with special educational needs and/or disabilities, to learn successfully alongside their peers.

Early years

Strong standard

Leaders prioritise giving the children the best start to their education. They have high expectations for what children can achieve. Staff implement a carefully designed curriculum that sequences the important knowledge and skills children need to learn. The learning environment is language rich. It provides opportunities to develop early reading, writing and communication skills. The quality of teaching is consistently effective. Adults skilfully use questioning and purposeful interactions to extend children's language, vocabulary and understanding. For example, when making lemonade, teachers helped children to develop more complex spoken sentences to describe what they were doing. Children develop secure phonic knowledge and, as a result, read with increasing fluency.

Children quickly learn routines and behave well. Children learn to manage feelings, make choices and develop independence. Adults build warm, trusting relationships with children, creating a safe and nurturing environment. Carefully planned transition arrangements, and strong partnerships with parents and carers, ensure children's needs are identified accurately from the beginning. Adults adapt learning skilfully so all children access the full curriculum. Any gaps in learning quickly close through targeted work. Children are very well prepared for the next stage in their learning.

Inclusion

Strong standard

Inclusion is at the heart of the school's work. Leaders have embedded systems that allow quick and accurate identification of pupils' needs, both when they join the school and as needs emerge over time. Highly personalised targets are set for pupils. Leaders and staff work together continuously to analyse pupils' progress and provide any necessary additional support as soon as pupils need it.

Effective professional development ensures that staff have the skills to support pupils, who have barriers to their learning, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Staff skilfully make subtle adaptations in lessons to ensure that pupils can access the learning fully while maintaining independence. For example, this might include breaking down tasks into smaller steps. Smaller group teaching sessions are used, when needed, to ensure gaps in learning are closed quickly. Consequently, pupils usually achieve well from their individual starting points, whatever their background and starting points.

Leaders and staff work collaboratively with parents, carers and external agencies to break down barriers to learning. Additional funding is used skilfully to reduce the challenges some pupils face. Leaders ensure that it has a positive impact on pupils' outcomes and the experiences that these pupils receive.

Leadership and governance

Strong standard

Leadership is a significant strength of the school. Leaders have high aspirations for every aspect of school life. Since the previous inspection, leaders have secured significant improvement in pupils' achievement in reading, writing and mathematics. They place pupils at the centre of their decisions and lead improvements with a clear sense of purpose.

Leaders review the impact of their work frequently and use what they learn to make further improvements.

Leaders create a positive culture, where staff feel valued, supported and respected. They prioritise staff wellbeing and manage workload carefully. Staff speak positively about working at the school. Staff morale is high. Leaders provide professional development opportunities that reflect the school's priorities. They encourage staff to follow their own professional interests and ambitions. This has helped ensure that improvements are sustained.

Trustees and governors provide effective support and challenge. They understand the school's priorities and hold leaders to account. They maintain a clear focus on high achievement for all pupils. Leaders build strong relationships with parents, carers and the wider community. Parents speak highly of the school. They have confidence in the support their children receive. The school shares its expertise across the trust with the aim of making a positive contribution to improvement in other schools.

Personal development and wellbeing

Strong standard 

Leaders have designed an ambitious personal development programme that reflects the school’s context and meets the needs of its pupils. Staff deliver the school's carefully planned personal, social and health curriculum with expertise. Pupils develop a secure understanding of fundamental British values and protected characteristics. They learn about respect, tolerance, fairness and the importance of treating others with kindness. As a result, they value and respect the differences between individuals. Pupils learn how to recognise potential risks and keep themselves safe, both online and offline. The school’s relationships, sex and health education curriculum is highly effective. Pupils gain detailed, age-appropriate knowledge about healthy relationships and personal wellbeing. Leaders regularly review the personal development programme and make timely, informed changes to address emerging needs. For example, when leaders identified concerns about mobile phone conduct, they introduced additional learning opportunities for pupils to understand about responsible technology use. This included visits from local community police officers.

Leaders have ensured that personal development extends beyond the planned curriculum. Pupils develop financial awareness and money management skills through the school’s digital bank. Pupils save, spend and manage points they have earned. In addition, leaders have established a comprehensive outdoor learning programme. Pupils develop teamwork and problem-solving skills while promoting positive physical and mental wellbeing. Pupils value the leadership opportunities available to them, including roles such as 'wellbeing warriors' and 'agents of change'. Pupils take responsibility, support others and contribute strongly to the wider school community.

Leaders ensure that all pupils benefit from the school’s personal development offer. Staff actively remove barriers so that disadvantaged pupils and pupils with special educational needs and/or disabilities participate fully. Effective pastoral support provides tailored help for those who need it most. As a result, these pupils feel safe, happy and ready to learn.

Expected standard

Achievement **Expected standard**

Since the last inspection, pupils' achievement in reading, writing and mathematics has greatly improved. For example, pupils have consistently secured times table facts to achieve highly in the Year 4 multiplication tables check. This helps them tackle more complex mathematical ideas and calculations in Years 5 and 6. It shows in a significant proportion of pupils achieving at the higher standard in mathematics by the end of Year 6. Securing such foundations helps prepare pupils for the next stage in their education.

Across the wider curriculum, pupils develop a useful store of information. They can demonstrate key aspects of what they have learned. However, the extent to which pupils develop detailed understanding is stronger in some subjects than in others.

Pupils with additional needs make pleasing progress from their starting points. For example, expanding their vocabulary develops pupils' confidence and understanding. It enables them to complete schoolwork successfully and communicate about their learning.

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

Pupils are proud to belong to this warm and welcoming school community. They describe it as the 'kindest school they have ever known'. The school's motto of 'big hearts, bold futures' is at the centre of school life. Pupils build strong, positive relationships with adults and with each other. Adults listen to them and take time to know them as individuals. Pupils are well supported, when they face difficulties with their learning or wellbeing. Pupils attend well. They feel safe, happy and valued.

Across the curriculum, pupils typically achieve well. They learn knowledge securely as they move through the school. Pupils love learning and enthusiastically share what they have achieved. This starts in early years, where children settle quickly and become confident and independent learners. Pupils particularly speak highly of the school's outdoor learning area. Here, pupils immerse themselves in nature and develop bushcraft skills, such as fire making and shelter building.

At breaktimes and lunchtimes, pupils play happily and collaboratively together. They enjoy the wide range of activities available to them, including the use of scooters and construction materials. Pupils behave well and understand the importance of school rules and routines. They respect one another and enjoy being part of a friendly and inclusive community.

Pupils are proud to take on leadership responsibilities. For example, wellbeing warriors support pupils by promoting kindness and friendship during social times. Pupils appreciate the wide range of clubs that are on offer, including sports and cookery. These allow pupils to develop new interests and talents.

Disadvantaged pupils, those known to social care and pupils with special educational needs and/or disabilities participate fully in school life. Adults successfully remove barriers for these

pupils. By the time they leave, pupils are ready for life beyond the school.

Next steps

- Leaders should sustain and continue to build on the high-quality teaching and curriculum, so that all pupils develop detailed knowledge and skills and produce consistently high-quality work across all subjects.

About this inspection

This school is part of The Great Learners Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sarah Baber, and overseen by a board of trustees, chaired by Nick Phillips.

The inspection took place on 15 September and 16 September 2026.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other senior school and trust leaders and school staff. An inspector met with vice chair of trustees, the chair of the local governing body and the CEO from The Great Learning Trust. Inspectors also met other members of the board of trustees, members of the local governing body and a representative from the Diocese of Oxford. Inspectors engaged with pupils throughout the inspection. They spoke to some parents and carers at the start of the school day.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. It is in the Diocese of Oxford. Its last section 48 inspection was in January 2023.

The school currently uses no alternative provision.

Executive Headteacher: Jodie Haynes

Lead inspector:
Richard Thomas, His Majesty's Inspector

Team inspector:
Ian Elkington, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

100
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: 268

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)

12.00%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

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

2.00%
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: 4.1%

Pupils with special educational needs (SEN) support

20.00%
Above average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	70%	61%	Above
2024/25 (final)	100%	62%	Above
2023/24 (final)	73%	61%	Above
2022/23 (final)	41%	60%	Below

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	79%	74%	Close to average
2024/25 (final)	100%	75%	Above
2023/24 (final)	87%	74%	Above
2022/23 (final)	53%	73%	Below

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	79%	72%	Above
2024/25 (final)	100%	72%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	80%	72%	Above
2022/23 (final)	59%	71%	Below

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	79%	73%	Close to average
2024/25 (final)	100%	74%	Above
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	59%	73%	Below

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	38%	46%	Close to average
2024/25 (final)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	50%	62%	Below
2024/25 (final)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	50%	59%	Below
2024/25 (final)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	38%	60%	Below
2024/25 (final)	S	61%	S
2023/24 (final)	S	59%	S

Year	This school	National average	Compared with national average
2022/23 (final)	S	59%	S

‘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	38%	68%	-30 pp
2024/25 (final)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	50%	80%	-30 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	50%	78%	-28 pp
2024/25 (final)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	38%	80%	-42 pp
2024/25 (final)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘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 (3 term)	4.4%	5.2%	Below
2023/24 (3 term)	5.1%	5.5%	Close to average
2022/23 (3 term)	6.3%	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 (3 term)	6.6%	13.0%	Below
2023/24 (3 term)	9.4%	14.6%	Below
2022/23 (3 term)	18.4%	16.2%	Close to average

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 https://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 2026



© Crown copyright