

# Inspection of South Camberley Primary and Nursery School

Frimley Road, Camberley, Surrey GU15 2QB

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Inspection dates: 10 and 11 May 2022

**Overall effectiveness** **Good**

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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

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

Pupils look forward to coming to this ambitious school each day. They enjoy seeing their friends and are keen to learn new things. They are happy and feel safe because a dedicated team of staff work together to care for them.

Pupils meet the high expectations to succeed in their academic and personal development. Trusting relationships between staff and pupils are based on mutual respect. Pupils fully understand and live up to the school's 'PURE' principles of positivity, urgency, resilience and equity. These are very successfully threaded through the curriculum and through all aspects of school life. Pupils benefit from a range of opportunities that enrich their learning. They are proud of how friendly and inclusive their school is. They told inspectors that no one feels unwelcome if they come from a different faith, culture or type of family.

Pupils follow the school's behaviour 'certainties': to be ready, respectful and safe. This helps them focus on their learning. Pupils say that bullying can sometimes happen. However, they are confident that staff will listen and sort things out quickly.

Parents and carers are very positive about South Camberley. They appreciate the inclusive approach and the treatment of pupils as individuals. One parent said, 'They go above and beyond expectations.'

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

Leaders have ensured that the curriculum is ambitious and continually refined to benefit all, particularly the most disadvantaged. They have identified the essential content that all pupils should learn and remember. Newer teachers and subject leaders are supported through skilled mentoring and coaching. This contributes to improved curriculum delivery and pupils achieving well across a number of subjects. However, leaders and teachers do not use assessment consistently or well enough in some foundation subjects. For example, it is not used to check for secure understanding or identifying misconceptions before moving on. Leaders are aware and have plans to address this.

As soon as children join the school, committed staff get to understand them well. Leaders have a sound knowledge of the differing needs of children with special educational needs and/or disabilities (SEND) as they move through the school. Leaders are skilled in identifying individual needs and they support teachers to adapt their teaching appropriately. This enables pupils with SEND to learn effectively alongside their peers. Staff feel well supported by leaders. All this has helped to create a positive environment where pupils are ready and eager to learn.

The teaching of reading is given the highest priority and begins immediately when children join the school. Effective training ensures that staff have expertise when teaching phonics. Staff interact skilfully with pupils to develop, assess and enhance

their reading skills. Tailored support is given to any pupils who require additional help, so that they all make secure progress.

Leaders support teachers in using a wide range of books to increase their vocabulary and develop a love of reading. Pupils also develop their fluency and comprehension securely. They also enjoy and benefit from exposure to a wide range of ambitious texts in lessons. The reading curriculum has a positive influence on the quality of pupils' writing.

Staff consistently ensure that routines are understood and followed from early years onwards. This helps children to learn cooperatively and manage their feelings. Across the three sites, pupils behave well because staff model and praise positive behaviour. Systems for rewarding and challenging pupils are consistently used, applied and celebrated. Genuine relationships among pupils and staff reflect the positive culture of the school. The attendance of pupils, including those who are disadvantaged, has remained high because of the oversight and support provided by the school.

Through the well-planned 'Learning for life' curriculum, pupils understand how to look after their bodies and minds. They build on this by considering how to care for others and how to become a good citizen. Clubs, sporting activities, special events and visits enhance pupils' school life. The pandemic paused some of these, but leaders are eagerly planning and delivering a wider programme. Character development is well taught through planned lessons and assemblies. As a result, pupils develop tolerance, are encouraged to debate issues maturely, and celebrate the things that unite communities.

Governors work effectively alongside leaders to develop strategic plans and check that these are working as intended. Informed trustees also offer essential challenge and support to help the school achieve its ambitious goals. Leaders and governors are determined to further improve staff workload and well-being. They share work equitably among staff and provide time and support to complete tasks. Staff are proud to be part of the team. They appreciate and value that leaders are so considerate.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are very well trained to recognise potential signs of harm in children. They report any concerns promptly and leaders diligently make sure that these are followed up. Leaders get to know pupils and their families well. They understand their community and whether there are any local risks. The school works effectively with other professionals to reduce harm to children, and is persistent in securing the help they need quickly. Information about child protection is recorded in detail and reviewed meticulously to ensure that no concerns are missed. Checks on adults appointed to work in the school are carried out thoroughly and monitored effectively.

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

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

- In some foundation subjects, such as computing and physical education (PE), teachers do not check pupils' understanding systematically. This means that misconceptions may become embedded and what pupils already know is not accurately identified by staff. Leaders should ensure that teachers are using a range of assessment information and techniques to help pupils check and use their knowledge fluently before moving teaching on.

## 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>	145279
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10226889
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	660
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stephen Norton
<b>Headteacher</b>	Nicky Wright (Executive Headteacher)
<b>Website</b>	<a href="http://www.southcamberley.surrey.sch.uk">www.southcamberley.surrey.sch.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- South Camberley Primary and Nursery School is a much larger than the average-sized primary school, and is split across three separate sites.
- South Camberley converted to become an academy in December 2017, joining Engage, Enrich, Excel Academies Trust. When its predecessor school, also called South Camberley Primary and Nursery School, was last inspected by Ofsted in December 2013, it was judged to be good overall.
- There is Nursery provision at the school for children aged three and four.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had 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 held meetings with the executive headteacher, heads of site, assistant headteachers and special educational needs coordinator. The lead inspector met with five governors, including the co-chair of the local advisory committee of governors. The lead inspector also spoke with two representatives from the trust.
- Inspectors carried out deep dives in reading, mathematics, PE, science, art and design and computing. For each deep dive, inspectors discussed curriculum plans with subject leaders, visited a sample of lessons, spoke to teachers, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also heard pupils read.
- To inspect safeguarding, inspectors reviewed a wide range of safeguarding documentation, including the school's recruitment checks and records of concerns about child protection. The lead inspector met with the designated safeguarding lead and three deputy designated safeguarding leads. Inspectors also spoke with staff and pupils about safety and child protection.
- The lead inspector reviewed a range of documentation, including leaders' self-evaluation of the school and school improvement plans.
- Inspectors took account of parents' responses to Ofsted Parent View and parents' written comments. An inspector also talked with parents on the morning of the first day of the inspection.
- Inspectors gathered pupils' views about their learning, what behaviour is like at the school and whether they felt safe. Inspectors also talked to pupils about their views on personal development.
- Inspectors met with a range of staff to gather their views about the school and took account of staff's responses to Ofsted's confidential staff survey.
- Information about pupils' behaviour and attendance and incidents of bullying was reviewed.

## Inspection team

Gareth Flemington, lead inspector	Her Majesty's Inspector
Catherine Hylands	Ofsted Inspector
Judith O'Hare	Ofsted Inspector
Debbie Bennett	Ofsted Inspector

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