

Inspection of Furzefield Primary School

Delabole Road, Merstham, Redhill, Surrey RH1 3PA

Inspection dates: 7 and 8 March 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are confident, happy and independent. They show kindness and respect to others and appreciate differences. Pupils support each other and make sure they include everyone. They aim to make all feel welcome. Bullying happens rarely but when it does, pupils are confident staff deal with it quickly and effectively. Pupils know they can tell teachers about anything worrying them and that adults will help. Leaders have taught pupils how to behave well, meaning disruption to learning is infrequent.

The expectations and ambitions leaders have for all pupils are high. Pupils are learning well in most subjects. This is especially the case in early reading. Here, pupils quickly develop the knowledge and skills they need to become fluent readers. Pupils enjoy reading and sharing the stories and books they have encountered. This includes those woven throughout the programme for personal, social and health education. Pupils are proud of their work and are keen to share it.

Leaders provide opportunities for all pupils to develop their talents and interests. Pupils regularly take part in performances and workshops, as well as a wide range of clubs. They also enjoy taking on responsibilities through the lunch and playground leader schemes, as well as being 'buddies' for younger pupils.

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

Leaders have designed a curriculum which reflects their high ambitions for pupils. This starts in the early years. Pupils with special educational needs and/or disabilities (SEND) make effective progress towards these same ambitions, including those attending The Ocean Centre. Pupils here are provided with the specialist support needed to be successful. Leaders also ensure children in Nursery and Reception have the knowledge and skills to be ready for their next stages. The curriculum leaders have created for these youngest children is carefully considered, including the purpose of the activities and the learning environment. Children develop the communication, physical and emotional skills they need over time.

Although still in the early stages, the curriculum for phonics and reading is well delivered, meaning pupils make rapid progress. This includes in early years, where children become familiar with sounds and letters as soon as possible. Leaders ensure pupils who need additional help with reading receive this quickly. In mathematics, pupils make use of the right vocabulary. They have a clear knowledge of what has been taught and use different methods to solve problems. Teachers in these subjects carefully check that pupils have learned what they should have before moving on.

In some other subjects, the curriculum is less effectively designed. While still ambitious, leaders have not always identified the knowledge pupils need fully and the order in which this should be taught. This means that some activities are not always well matched to what pupils need to learn. Therefore, teachers are not

always able to check pupils have the knowledge needed to get better in those subjects. Leaders have not yet fully monitored how well some of these subjects are being delivered and the progress pupils are making.

Leaders' expectations of pupils' behaviour, including those with SEND, are high. Routines are embedded, and pupils are supported to manage their own emotions and behaviour. This begins in Reception and Nursery, where pupils learn to work together and develop their independence and resilience. Where pupils need extra help with behaviour, leaders make sure staff are well equipped to provide this. Disruption to learning is rare. A small number of pupils do not attend school regularly enough, but leaders' actions are beginning to have a positive impact, ensuring pupils are not missing out on key learning.

Pupils' personal development is highly effective. Leaders are rightly proud of this. The programme they have designed is responsive to what pupils need at different points and develops carefully over time. As a result, pupils talk confidently about how to develop positive and healthy relationships. These positive relationships are apparent throughout the school. Differences between people are regarded as a positive and are celebrated. Leaders also provide a vast array of experiences for pupils. These include trips to the theatre, workshops with visiting speakers, competitions and clubs. Leaders monitor these to check all pupils, including those from disadvantaged backgrounds or with SEND, have the chance to take part in these activities and experiences.

Leaders are alert to both the well-being of pupils and staff. While they continue to find ways to make improvements to benefit pupils, they still check that workload is manageable. Governors are knowledgeable about the school and work with other leaders to evaluate the impact of any improvements.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have developed a strong culture of safeguarding throughout the school. They have ensured all staff are well trained and knowledgeable about risks. Staff are provided with regular opportunities to revisit this learning. That includes governors, who also monitor safeguarding thoroughly. The systems to record concerns are robust, meaning needs are quickly identified and actions taken are appropriate. Pupils who need support receive this help swiftly. This is partly through working with external agencies and the family centre. Pupils are taught how to stay safe effectively, including online. They know how to report any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some subjects is not yet as carefully planned and consistently implemented as it could be. Leaders have not always identified and sequenced

knowledge clearly. Therefore, teachers are not able to systematically check pupils have acquired the knowledge they need. Pupils are not always fully confident in recalling and using important knowledge and skills. Leaders need to continue to develop the curriculum and monitor its implementation to ensure all pupils achieve as well as they could in all subjects.

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	125130
Local authority	Surrey
Inspection number	10256411
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	The governing body
Chair of governing body	Martin Buckland
Headteacher	Gavin Govinden
Website	www.furzeffield.surrey.sch.uk
Date of previous inspection	28 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school was last inspected in 2017.
- The headteacher was new in post in September 2022.
- The school has its own in-house provision called The Ocean Centre for pupils with SEND.
- The school has both a nursery and pre-school as part of its provision.
- The school is in an area of high deprivation.

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 leaders such as the special

educational needs coordinator and the early years lead.

- The lead inspector met with a group of governors, including the chair of the governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education, design and technology and history. For each deep dive, inspectors discussed the curriculum with the subject leader, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at a sample of pupils' work.
- Inspectors observed pupils' behaviour around the school and in lessons.
- Inspectors also met with groups of pupils and spoke to a range of pupils in and outside of lessons. Inspectors also considered pupils' responses to the Ofsted pupil survey.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks, talked to leaders responsible for safeguarding and looked at the school's safeguarding records and documents. Inspectors also talked to a range of staff and pupils about safeguarding.
- A range of the school's documentation was scrutinised, including leaders' evaluations of the effectiveness of the school, information about pupils' behaviour and attendance and minutes of meetings of governors.
- Inspectors met with members of staff to discuss the school's work and considered responses to the confidential Ofsted staff survey. They also looked at parents' responses to the online survey, Ofsted Parent View.

Inspection team

Zoe Enser, lead inspector	His Majesty's Inspector
Andrea Carter	Ofsted Inspector
Paul Bateman	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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 <http://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 2023