

# Inspection of an outstanding school: Pyncroft Grange Primary School

Pyncroft Road, Chertsey, Surrey KT16 9EW

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Inspection dates:

6 and 7 June 2023

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

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

Pupils say that Pyncroft Grange Primary School is 'just perfect'. It is truly a welcoming and inclusive place for everyone. Leaders are committed to ensuring that all pupils, particularly those with special educational needs and/or disabilities (SEND), enjoy all areas of school life. This includes trips and visits. Pupils share warm and respectful relationships with adults who know them well.

Pupils know that staff have high expectations of them, and work hard to live up to these. Pupils enjoy the company of their peers in different year groups. They play cooperatively in the stimulating and colourful outside space. Pupils enjoy reading and crafting together on the school's 'Bessie' bus in their social times. Older pupils look forward to supporting their 'buddies' in Reception.

Leaders have introduced a carefully considered range of exciting activities that allow pupils to develop their talents and interests. For example, some pupils take part in the 'Junior Duke' programme to develop their leadership skills. Others enjoy music enrichment. Pupils learn about their local community, and benefit from what it has to offer through visits to the local museum and Chertsey town centre. Pupils discuss issues affecting the wider world and consider what they can do to help. For example, members of the eco-club take action to reduce the school's energy use. Pupils' views are valued. They make a meaningful contribution to the school's 'code of conduct', for instance.

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

Leaders have developed an ambitious curriculum which is broad and interesting. It is sequenced so that pupils build on their learning and revisit knowledge across different subjects. For example, Year 3 pupils connect their English and history learning when recalling the events in Pompeii during the eruption of Mount Vesuvius. Currently,

curriculum plans are not yet fully mapped from the Nursery onwards in all subjects. Children are supported to learn well in the early years; however, leaders have not yet identified the specific knowledge that children must know in all subjects to be ready for learning in Year 1.

The curriculum is carefully constructed to meet the diverse needs of pupils in the school. Pupils with SEND are identified very quickly, and specific adaptations are put in place so that these pupils access the same curriculum as their peers. Pupils who attend the specialist centre for pupils with communication and interaction needs are supported well to enjoy lessons in the main school where appropriate.

Subject leaders use their expertise to assist staff in developing strong subject knowledge. Staff regularly provide pupils with opportunities to recall and test their prior learning through 'fluent in five' practice and skilful questioning. In most lessons, teachers identify misconceptions and gaps in learning quickly. They use this information to change their plans and address any gaps promptly. However, this is not yet consistently secure across all subjects and classes.

Leaders have put reading at the heart of the curriculum. They ensure that staff deliver the phonics programme with expertise. Pupils of all ages enjoy reading, and have many opportunities to read together or independently in school. Children in Reception begin their phonics learning as they start school, and understand the routines of their lessons quickly. Pupils who find reading more difficult receive personalised support and many opportunities to practise so that they can keep up.

Children in the early years benefit from a well-resourced indoor and outdoor environment where they further expand their knowledge and skills through play. Adults know and care for the emotional and physical needs of the children well. Children develop a secure understanding of early number through water play and outdoor games using dice, for example.

Pupils work hard and want to achieve well. The vast majority of pupils listen carefully to their teachers and are interested in their work. Occasionally, some pupils who are not monitored carefully, or who find their work difficult, can become distracted from their learning. Leaders have put robust systems in place to increase attendance, and most pupils attend often. Leaders are continuing to work with children and their families to ensure that the most vulnerable pupils benefit from improved attendance.

Leaders have made excellent links with local partners, such as the NHS, police and fire brigade, to enrich pupils' understanding of health, safety and future careers. There are plenty of clubs and activities, such as guitar club, golf and choir, for pupils to enjoy. Pupils learn to understand and accept difference and diversity through well-chosen reading books. The school's religious education and assembly programmes ensure that pupils recognise the importance of beliefs and religious celebrations for different groups.

Leaders at all levels have a clear, shared vision for the school and for what they want pupils to achieve and experience. They work closely together to ensure that their vision is realised. Staff appreciate the way that their well-being is thoughtfully considered by all

leaders. They say that significant changes have been made to reduce their workload. Staff feel valued because leaders invest in purposeful professional development which helps them to sharpen their practice further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained so that they can quickly identify and refer children who may be at risk of harm. Leaders use their detailed records to carefully monitor pupils whom they are concerned about. They seek help from external agencies so that pupils and their families swiftly get the help that they might need. Leaders carry out the necessary checks to reassure themselves that all staff are safe to work in the school.

Pupils learn about fire, water and online safety through the curriculum. Pupils feel very safe in school and know whom to speak to if they are worried.

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

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

- Curriculum plans in all subjects do not yet build progressively from Nursery onwards. This means that leaders cannot be sure that children in the early years learn the specific knowledge that they need to be ready for Year 1. Leaders should continue to refine curriculum plans and monitoring in each subject so that they are assured that children have the key knowledge that they need to access the key stage 1 curriculum successfully.
- The curriculum is not yet delivered consistently with expertise in a small number of subjects. Leaders need to continue to monitor and to provide specific professional development opportunities, so that all staff are expert practitioners in all subjects.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in December 2016.

## 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

<b>Unique reference number</b>	139951
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10240844
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	252
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Sarah Lipscombe
<b>Headteacher</b>	Sue Nardoni
<b>Website</b>	<a href="http://www.pycroftgrange.surrey.sch.uk">www.pycroftgrange.surrey.sch.uk</a>
<b>Dates of previous inspection</b>	14 and 15 December 2016, under section 5 of the Education Act 2005

## Information about this school

- Pycroft Grange Primary School is part of the Bourne Education Trust.
- The school runs a specialist centre for pupils with communication and interaction needs on site.
- There is an on-site breakfast club, which is run by the school.
- The school does not currently use any alternative provision.

## 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.
- The inspector completed deep dives in the following subjects: early reading, mathematics and history. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.

- The inspector met with senior leaders, subject leaders and a selection of staff.
- The inspector spoke with representatives from the trust board, including the chief executive officer. They also met with members of the local governance committee, including the chair.
- The inspector met with the trust's chief education officer and education director to discuss the quality of education at the school.
- The inspector reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents and staff were considered through discussions and through the outcomes of Ofsted's surveys.

### **Inspection team**

Zoë Harris, lead inspector

His Majesty's Inspector

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