

Inspection of Claygate Primary School

Foley Road, Claygate, Esher, Surrey KT10 0NB

Inspection dates: 13 and 14 June 2023

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

What is it like to attend this school?

The 'Claygate Charter' makes this school a very exciting place to learn. Pupils enjoy coming to school. They value the extensive range of activities provided for them both in and outside of lessons. Leaders ensure that the school's values and 'Claygate Pledges' are at the heart of school life. Leaders have high expectations in every aspect of school and want the very best for all pupils.

In the majority of subjects, including English and mathematics, leaders have planned the curriculum so that pupils learn and remember knowledge successfully. The new Nursery provision ensures that children receive the very best start to their education. Children in the early years are happy and stimulated, with a range of exciting resources and well-planned activities.

Pupils' behaviour is calm and orderly. Pupils show respect towards each other and trust adults to help them with any issues or worries they may have. As a result, they feel safe in school. Bullying is rare, and adults are quick to deal with it when it does happen.

Pupils benefit from an exceptionally wide range of clubs and enrichment activities. For example, opportunities to learn Japanese and Makaton improve pupils' communication skills. Through residential experiences, pupils learn independence and resilience

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

Since the previous inspection, leaders have focused on improving the quality of teaching and the curriculum. They have succeeded in both areas. There is now an ambitious curriculum in place right from the start of Nursery. Leaders have designed the curriculum with care, using expertise from outside the school when needed. In most subjects, pupils' knowledge builds on what they already know. When this is the case, pupils remember their learning well.

Leaders have provided training to ensure that teachers know how to teach well. Leaders also ensure that teachers revisit previously taught knowledge regularly. Teachers choose activities and resources well, especially in subjects such as mathematics and English which results in high-quality work. Leaders have worked hard to improve how pupils communicate with each other. However, in less well-developed subjects, pupils do not remember key knowledge as securely. Teachers need more time to strengthen their subject knowledge so that they can support pupils to achieve well across the curriculum.

Leaders ensure that all pupils, including those with special educational needs and/or disabilities (SEND), are able to access the curriculum effectively. A range of support is provided to pupils who need it. Adults carefully adapt activities so all pupils can learn successfully.

Leaders are determined that all pupils will become confident and fluent readers. This begins straight away in Nursery where children are already recognising the sounds that words start with through exciting activities such as the 'What's in the Box'. Staff have been trained well to deliver the school's chosen phonics programme. As a result, staff have the expertise to teach the early reading curriculum with accuracy and confidence.

Pupils enjoy reading and read books that closely link to the sounds they are learning. Through regular checking, teachers spot pupils who are struggling promptly and provide extra support so they can catch up quickly. The school promotes a love of reading. For example, they have a 'spotlight author', authors visiting the school and a 'zen zone' where children can read in peace.

Pupils' personal development is exceptional at Claygate. Leaders are passionate about providing all pupils with a wide range of experiences that are carefully planned and thought through. The 'Claygate pledges' ensure that all pupils receive the same opportunities. Pupils learn a comprehensive personal, social, health and economic curriculum which enables them to become independent, resilient individuals. They leave the school fully equipped for the next stage in their lives. Furthermore, leaders provide a wide range of activities for pupils to develop their own leadership skills such as a school council, ambassadors, eco-council and prefects.

Pupils behave well in lessons. This begins in early years with clear routines and structures which all children follow. Pupils say they can concentrate on their work most of the time. When there are any disruptions, pupils are confident that teachers will resolve them. Most children attend school regularly. However, despite leaders' determined efforts, too many pupils, including some of the most vulnerable, miss school on a regular basis.

Governors are committed, well informed and work hard in their roles. They know the school well. 'Subject-link governors' provide the governing body with an accurate picture of which subjects are a strength and which require more development. Senior leaders ensure that staff feel valued. They take care to look after staff's workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide relevant and regular training for all staff. They can quickly spot if a pupil may be at risk of harm. All staff are highly vigilant. They report concerns immediately. Leaders keep detailed and well-organised records of any concerns. They take rapid action when needed and involve other agencies when appropriate. Governors assure themselves that safeguarding is effective.

Pupils know how to keep themselves safe. They learn about staying safe online and outside of school. They learn about rail and road safety. Pupils know there are adults

to talk to in school if they need to.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, teachers do not always use the most effective strategies to enable all pupils to remember the most important knowledge and skills that leaders have identified. This means that pupils do not always achieve as well as they could. Leaders need to continue supporting teachers to deliver the curriculum effectively in all subjects so pupils know more and remember more over time.
- Despite leaders' determined efforts, there are still too many pupils, including some of the most vulnerable, missing school on a regular basis. As a result, they miss out on important learning, develop gaps in their understanding and struggle to remember key knowledge and skills. Leaders need to continue working with parents so attendance of these pupils improves further.

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	125108
Local authority	Surrey
Inspection number	10268395
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair of governing body	Rachael de Vizio and Brian Howells (Co-chairs)
Headteacher	Sandra Cunningham
Website	www.claygate.surrey.sch.uk
Date of previous inspection	8 and 9 January 2020, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Ember Learning Trust.
- The school has added a Nursery since the last inspection which has places for two-, three- and four-year-olds.
- The school uses two registered alternative provisions.

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.
- The inspectors held meetings with the headteacher and deputy headteacher, the SEND coordinator, subject leads, teachers, governors and a representative from the local authority.

- To inspect safeguarding, inspectors scrutinised the single central record of staff personnel checks and reviewed safeguarding documents and systems. Inspectors spoke with leaders, teachers, support staff, members of the governing body and pupils to evaluate the culture of safeguarding in the school.
- The inspectors carried out deep dives in early reading, English, mathematics, geography and design and technology. During the deep dives, the inspectors spoke with leaders, visited lessons, looked at examples of work and spoke with pupils. The lead inspector listened to pupils from Years 1, 2 and 3 read to a familiar adult.
- The inspectors looked at a range of documents, including school improvement plans, school evaluations, local authority reports and minutes of governor meetings.
- The inspectors considered the responses from pupils, parents and staff to surveys issued at the time of the inspection.

Inspection team

James Munt, lead inspector	Ofsted Inspector
Mo Galway	Ofsted Inspector
Caroline Clarke	His Majesty's Inspector

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