

# Inspection of a good school: Boxgrove Primary School

Boxgrove Lane, Meroo, Guildford, Surrey GU1 2TD

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Inspection dates: 16 and 17 April 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteachers of this school are Alison Fitch and Rebecca Stacey. This school is part of the Learning Partners academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jack Mayhew, and overseen by a board of trustees, chaired by Andrew Isherwood.

## What is it like to attend this school?

Building effective relationships is key to all the school does. Understanding each pupil is integral to the curriculum, provision for pupils with special educational needs and/or disabilities (SEND), promoting positive behaviour, pupils' wider development and safeguarding. The school places great emphasis on developing relationships right from when pupils first arrive. This helps to create a strong sense of belonging and inclusion. Parents, staff and pupils appreciate the family-like feel of the school.

Expectations for behaviour and pupil participation are high. Staff are excellent role models for these. The school promotes opportunities for all pupils to engage in extra-curricular activities and events. These includes attending swimming galas, sports tournaments and concerts. The 'Boxgrove journey' maps out the plethora of experiences that pupils will have during their time at the school. There is also a carefully considered and extensive activity programme for pupils who have been identified as young carers.

The nurturing environment helps pupils to feel safe. Older pupils support the younger children through shared reading sessions and during playtimes. Pupils relish the chance to play with others from across the different classes.

Pupils are keen to learn and curious in their approach. They readily share what they have learned and make connections between new and old learning. Pupils achieve exceptionally well here.

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

Ambition for all is central to the school's curriculum. The school has carefully considered what pupils need to know in order to be ready for life beyond Year 6. From the early years, the precise content that pupils must cover is identified. Expert teaching helps pupils to remember this and apply it to future learning. The depth of pupils' understanding across the curriculum is impressive. In science, for example, pupils recall key terminology and use this to explore new concepts such as whether they would like to live on the equator and what would happen if gravity did not exist. Staff consistently check that pupils have grasped new learning and remembered what they learned previously. Where there are gaps or misconceptions, teachers intervene or reshape lessons to address this quickly. There is a strong focus on identifying the needs of pupils with SEND as early as possible. Staff are well trained to do this. As a result of the robust systems and ongoing training, the provision for pupils with SEND means that these pupils achieve well.

Outcomes for pupils are generally high, although last year's phonics outcomes were lower than normal. Conversely, outcomes at the end of Year 2 and Year 6 in reading were remarkably high. The school identified that some pupils struggled to keep up with their peers in phonics and took swift action to help them to catch up. Staff use ongoing assessments to check if there are any sounds that pupils have not grasped. Extra help is immediately put in place to address this. Reading is given the highest priority. Alongside strong phonics provision, the school places great emphasis on ensuring pupils love to read. Pupils are passionate about reading. They talk about how reading helps to improve their mood and the pleasure of getting lost in a book.

The rigorous routines for promoting positive behaviour begin in the early years. It is here that the expectations begin. Pupils are well supported throughout the school to meet the high expectations. They are proud when their efforts are recognised. There are occasions when some pupils need more help to achieve the expected level of behaviour. Staff take time to understand each pupil's needs and put appropriate support in place. This helps to create a purposeful atmosphere around school. Pupils are kind, courteous and polite. They are resolute that no-one is left out and everyone is treated equally. They are eager to share, discuss and debate their learning in a mature and exuberant manner.

Clear shared values underpin all the school does. The school focuses on developing every pupil as an individual. This includes personally and socially as well as academically. Wider development opportunities are woven through the curriculum. Staff are adept at noticing when pupils have particular talents or interests. They use this information to encourage pupils to attend clubs and events. This helps pupils to feel valued. The school are rightly proud of the opportunities they provide for pupils. Pupils recall the trips they have attended. They talk eloquently about what they learned and what made these events memorable. Every pupil is supported to learn to swim during weekly lessons. In addition, music and musical theatre sessions help pupils to develop an appreciation for the arts.

Developing staff is integral to the school's work. Alongside support from the trust, there is a robust training offer. The school is determined to develop all teachers and build future leaders whilst ensuring the highest standards of education for pupils. Staff are overwhelmingly positive about the culture of the school.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 second ungraded inspection since we judged the school to be good in May 2015.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	140057
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10321982
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	647
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Isherwood
<b>CEO of trust</b>	Jack Mayhew
<b>Headteachers</b>	Alison Fitch, Rebecca Stacey
<b>Website</b>	<a href="http://www.boxgrove.surrey.sch.uk">www.boxgrove.surrey.sch.uk</a>
<b>Date of previous inspection</b>	7 November 2018, under section 8 of the Education Act 2005

## Information about this school

- The school currently uses one unregistered provider of alternative provision.
- The school runs its own on-site breakfast and after-school club.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and has taken that into account in the evaluation of the school.
- The inspection team met with the headteachers and assistant headteachers. They also met with other school leaders, staff and pupils.
- The lead inspector met with two governors, including the chair of governors. She also met a trustee, the CEO of the trust as well as the director of education for the trust and a school improvement partner.

- The inspection team carried out deep dives in these subjects: early reading, mathematics, physical education and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector also looked at the curriculum in science, religious education and design technology.
- To inspect safeguarding, the inspection team checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. The inspectors also talked to a range of staff and pupils informally.
- The inspectors considered the responses to the confidential staff and pupil surveys and spoke to a range of staff and pupils about their views of the school.
- The inspectors took account of the 166 responses to the Ofsted Parent View questionnaire and the additional 100 free-text responses. An inspector talked with some parents on the first morning of the inspection.
- The inspection team met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspectors reviewed a range of documentation, including the school development plan and school self-evaluation.

### **Inspection team**

Sara Staggs, lead inspector

His Majesty's Inspector

Simon Woodbridge

His Majesty's Inspector

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