

Inspection of Surrey Street Primary School

Cutenhoe Learning Park, Cutenhoe Road, Luton, Bedfordshire LU1 3NJ

Inspection dates:	4 and 5 February 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Surrey Street is a school at the heart of its community. It is a school where pupils and their families are supported and are supportive of each other. When needs are identified, the school engages effectively with their pupils and families to offer help. For example, when many families arrived at the school, the whole school community engaged to support them by providing toys, clothes and food to welcome them.

Pupils are happy, safe and proud to be part of this school. They live by their school rules, which encourage them to be safe, be kind and be positive. The school ensure all pupils are fully included into school life. It offers equal opportunities for all pupils, regardless of their needs and backgrounds.

Staff have high expectations. Pupils respond positively to these. They behave well in lessons and during social times. They show respect to adults and, consequently, relationships are strong. When rare incidents of bullying occur, pupils know they will be dealt with appropriately. Teachers have high expectations of pupils' behaviour. As a result, there are few disruptions to lessons or other activities at school.

The school has ensured its curriculum is ambitious. Many pupils achieve well from their various starting points.

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

The school has high expectations for all pupils to succeed. It has carefully considered the structure of the curriculum. In most subjects, including English and mathematics, the curriculum is coherently designed. However, in a minority of other subjects, the school has not yet identified the important knowledge that pupils need to learn. In these subjects, teachers do not always know exactly what to teach and when to teach it. The school is aware that there is still more work to do.

Children get off to a strong start in the early years. They progress through the curriculum well. The school has planned an early years curriculum that is well thought through and sequenced. It contains various appropriate topics that show clear progression from nursery to the Reception Year. Adults provide a range of well-thought-through activities. Consequently, children are well prepared for Year 1 and beyond.

Pupils with special educational needs and/or disabilities (SEND) have their needs identified quickly. They get the help that they need. This is because staff are well trained to understand how to support pupils with SEND. Pupils with SEND learn successfully alongside their peers in class. Teachers skilfully adapt learning for pupils with SEND to enable this to happen. For example, pupils with SEND may receive additional adult help, resources or extra practical equipment.

Reading is a high priority. Pupils enjoy reading and love their teachers reading to them. Children start to learn phonics as soon as they join the school. Staff are well trained to teach early reading. They support pupils well to quickly become fluent readers. Books are

carefully matched to allow pupils to practise the sounds they know. Pupils who fall behind benefit from increased opportunities to practise reading. Older pupils enjoy reading the wide range of texts available to them.

Pupils exhibit high levels of motivation and work hard to follow the school's rules. Good behaviour is rewarded. Pupils are encouraged to understand and change any poor behaviour. Staff are skilled at supporting pupils who need extra help to manage their behaviour and emotions. This helps pupils to get the most out of their learning time.

Attendance is high. Pupils enjoy their learning and want to be in school. Attendance is carefully monitored. The school works closely with families to address any issues or support those needing extra help. Regular communication and clear expectations help everyone to understand the importance of regular attendance.

Pupils are prepared well for life in modern Britain. There is a culture of equality here, where everyone is special and cared for. For example, pupils listen carefully when others share their family traditions. Pupils show respect for each other's faiths and beliefs. Pupils learn about healthy relationships and how to keep themselves safe. However, pupils would like more varied opportunities to develop their talents, skills and interests.

Staff are proud to work here. They appreciate leaders being visible and supportive. The school considers staff workload and well-being. Leaders ensure staff are well trained to do their roles. As a result, staff are happy working at the school and feel valued. Governors are very experienced and understand their roles. They are aware of their statutory duties and carry out these effectively. Parents are extremely positive about the school and support the work that it does.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a minority of foundation subjects, leaders have not refined the curriculum, so that it precisely identifies the knowledge and skills pupils should learn. This means, in these subjects, teachers do not always teach pupils the important knowledge they need. Leaders should continue to improve the curriculum in these subjects, to help all pupils learn important knowledge and achieve well.
- The school provides few opportunities, other than in lessons, for pupils to develop their interests and talents. This limits how well the school promotes some aspects of pupils' wider personal development. The school should ensure that pupils have access to a range of appropriate and pertinent personal development opportunities.

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

Unique reference number	109571
Local authority	Luton
Inspection number	10345092
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	397
Appropriate authority	The governing body
Chair of governing body	Robin Cowan
Headteacher	Sarah Jackson
Website	www.surreystreetprimary.com
Dates of previous inspection	18 and 19 June 2019, under section 5 of the Education Act 2005

Information about this school

- The school includes a local authority specially resourced provision for pupils with SEND. It is registered for up to 16 pupils, all of whom have an education, health and care plan for severe learning difficulties. At the time of the inspection, there were 15 pupils in this provision.
- There is a breakfast and after-school club run by the school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s educational 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 have taken that into account in their evaluation of the school.
- The lead inspector spoke with the chair of the governing body and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and physical education. For each deep dive, the inspector discussed the curriculum with leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils’ work where available. The lead inspector listened to some pupils read to a familiar adult.
- Inspectors spoke with leaders and pupils about some other subjects and looked at samples of pupils’ work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; spoke to staff about the training they receive; spoke to those responsible for safeguarding about systems to keep children safe; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- The inspectors considered the responses to Ofsted Parent View, including any free-text comments. The inspectors also considered responses to Ofsted’s staff survey.

Inspection team

Julie Winwood, lead inspector	Ofsted Inspector
Lucy Roberts	Ofsted Inspector
Julie Lawrence	Ofsted Inspector

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