

# Inspection of The Greville Primary School

Stonny Croft, Bramley Way, Ashted, Surrey KT21 1SH

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Inspection dates:	25 and 26 February 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

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

Pupils at The Greville Primary School demonstrate the values of 'resilience, respect, responsibility and kindness'. These values drive decision-making in all areas of the school. Pupils benefit from the school's high ambitions and expectations. Pupils do not give up when they learn new things or encounter challenges. They keep going for sustained periods of time. As a result, pupils achieve well across the curriculum.

The school is a happy place to be, and pupils conduct themselves extremely well. Pupils love attending and are eager to learn. Pupils have warm, mutually respectful relationships with everyone in the school. Staff help pupils to recognise their emotions so they can manage them well. Pupils are considerate and calm. A sense of care permeates the school. Social times are harmonious because pupils think about each other and their environment.

Pupils benefit from a wide range of chances to develop their talents and interests. The musical opportunities are particularly strong. Pupils love being part of one of the choirs on offer or the thriving orchestra. The school ensures that disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) also benefit strongly from participating in these clubs.

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

The school has taken effective steps to create and implement an ambitious curriculum. It has carefully set out the most important knowledge that pupils need to learn in each year group. The school has ensured that staff are not overwhelmed by these ongoing developments. Every decision or change that the school makes is made with pupils' best interests at heart. The impact of improvements made to the curriculum is evident in pupils' achievement. This is reflected in the strong published outcomes in 2024 for all groups of pupils.

The governing body is deeply committed to the school and the community it serves. It has a very strong knowledge of the school that ensures leaders continue to improve the quality of education pupils receive.

The school prioritises staff development and collaboration. This has led to staff consistently delivering the curriculum expertly. Lesson activities enthuse and deepen pupils' understanding. The provision for pupils with SEND in school is highly effective. All pupils with SEND have targeted and precise support in place so they can access and succeed in every subject.

In almost all subjects, teachers check pupils have remembered the essential knowledge. They support pupils to address any mistakes or misunderstandings they may have. However, in a couple of subjects, the checks on pupils' learning are not as robust in finding out if pupils have retained the specific knowledge that is set out in the curriculum. This means that in these subjects pupils have some gaps in their knowledge.

Staff have the expertise to deliver the phonics programme very well. In the Reception Year, staff help children to use their phonics knowledge accurately so that they sound out and read simple words confidently. Across the school, teachers ensure that the books pupils read are matched to the sounds that they know. Staff provide prompt help for any pupils with gaps in their reading knowledge. As a result, pupils become confident and fluent readers.

The early years provision has developed significantly since the previous inspection. It is an exciting place to be. Staff design activities for children to develop their curiosity, creativity and knowledge successfully. As a result, children engage extremely well. They sustain their concentration and play cooperatively. The curriculum that children learn provides them with meaningful opportunities to develop their use of words, express themselves and learn about the world around them. Expertly trained staff ensure pupils think about what they are learning about in different ways. This helps deepen their thinking.

Behaviour is exemplary. Pupils demonstrate highly positive attitudes to learning. They are keen to contribute to lessons, and they take great pride in their work. The school rewards pupils for their hard work and achievements regularly. Pupils find this motivating. Rates of attendance are high. Leaders monitor attendance closely and put support in place for pupils when it is needed.

Pupils' personal development is exceptional. The school provides extremely strong welfare and pastoral support steered by the school's values. The school's extensive nurture provision identifies and addresses the social and emotional needs of each pupil effectively. Pupils learn the skills of highly effective leadership through such roles as well-being ambassadors and play leaders. As a result, pupils become confident and resilient citizens. Through the curriculum, pupils also gain an in-depth knowledge of current issues, such as diversity and equality. Pupils truly believe that 'you can be who you want to be'.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- In a couple of subjects, the school does not use assessment to check pupils' understanding of previously taught knowledge well enough. This means that some pupils have gaps in their knowledge. The school needs to ensure that systems are embedded so teachers can quickly identify any gaps in pupils' knowledge and close them.

## **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>	125008
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10359406
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	645
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Trevor Hood
<b>Headteacher</b>	Duncan Steele
<b>Website</b>	<a href="http://www.greville.surrey.sch.uk">www.greville.surrey.sch.uk</a>
<b>Dates of previous inspection</b>	15 and 16 October 2019, under section 8 of the Education Act 2005

## Information about this school

- The school uses no 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 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 education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with senior leaders, staff and pupils. The lead inspector also met with representatives of the school's governing board and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history, music and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also took account of the responses to the confidential online staff survey and gathered the views of staff and pupils throughout the inspection.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of the school's documentation, including leaders' plans for improving the school, minutes from governing board meetings, records of attendance and behaviour incidents.

### **Inspection team**

Neil Pilsworth, lead inspector	His Majesty's Inspector
Mo Galway	Ofsted Inspector
Sarah Hilditch	Ofsted Inspector
Lesley Fisher-Pink	Ofsted Inspector

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