

Inspection of Pyrford Church of England Primary School

Coldharbour Road, Pyrford, Woking, Surrey GU22 8SP

Inspection dates: 25 and 26 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Kathryn Krynicki. This school is part The Learning Partners Church 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, Kathryn Krynicki, and overseen by a board of trustees, chaired by Julia Lamaison.

Ofsted has not previously inspected Pyrford Church of England Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Pyrford Church of England Aided Primary School to be outstanding, before it opened as Pyrford Church of England Primary School as a result of conversion to academy status.

What is it like to attend this school?

Pupils thrive at this highly inclusive, exceptional school. Staff have the highest expectations for both pupils' behaviour and what all pupils, including pupils with special educational needs and/or disabilities (SEND), can achieve. Pupils learn the school's values of love, respect, wisdom, and resilience well, and are equipped with the knowledge and skills they need to apply these throughout their school lives. Behaviour in lessons and around school is impeccable. Pupils contribute to the life of the school and each other's well-being meaningfully, for example creating school baking and sporting events which are enjoyed universally.

By the end of key stage 2, pupils achieve exceptionally high standards across the full curriculum. Disadvantaged pupils, including pupils with SEND, are prepared for their next stage of education thoroughly well. The school promotes pupils' good attendance supportively, using thoughtful, considerate approaches to ensure that pupils attend school regularly.

Pupils are inspired in their learning. For example, all pupils learn a musical instrument, beginning with the recorder, then brass instruments, leading to a school concert performance. Pupils' attitudes to learning are exemplary. One pupil summarised the thoughts of others, saying, 'We learn about respect, being mindful, and how to model being the person that you want to be.'

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

Staff use books and texts skilfully to support pupils' reading. As one member of staff said, 'Reading is where it all begins'. Staff encourage pupils to develop a love of high-quality modern and traditional books, placing these at the centre of the curriculum. Staff utilise library time, author visits and drama to bring the curriculum to life. Staff use stories memorably, such as learning about Henry VIII and the Tudors through a combination of fiction, non-fiction and a school visit to Hampton Court Palace. In phonics, staff implement the school's chosen scheme knowledgeably. Books to help pupils learn to read are matched closely to the sounds they have learned. Staff support pupils who need extra help very effectively. As a result, pupils learn to read quickly and fluently.

The school is highly ambitious for all pupils. Staff have identified the precise knowledge and key vocabulary that they want pupils to learn across all subjects. Teachers construct pupils' learning effectively and ensure that pupils build on their prior learning consistently well. Core subjects, such as mathematics, are taught expertly. Staff model examples clearly so that pupils know and understand increasingly sophisticated calculation and problem-solving strategies. In all subjects, pupils' work is of a high quality. Pupils use subject-specific vocabulary confidently. Pupils rightly take pride in the work that they produce. This helps them to embed their learning securely. Staff check how well pupils have learned the curriculum and respond to any errors or misconceptions pupils may have.

Staff have excellent subject knowledge across the full curriculum. Leaders develop staff understanding through rich opportunities for training and professional development. The school often supports other schools with developing teachers' subject knowledge. For example, the school takes a lead role in mathematics and phonics training across the region. The school ensures that pupils with SEND have their needs identified quickly. Where necessary, the school involves external agencies such as education psychologists and makes highly effective, precise adaptations to the curriculum.

The school's early years provision is excellent. Children flourish in highly engaging learning environments that are planned skilfully. Staff rightly focus on communication, language and personal development, helping pupils to make a strong start to their education. Staff motivate children to try their best and help pupils to develop confidence in what they can achieve. Staff offer excellent support with composition and skills such as letter formation from the earliest stages of learning to write. Children are very well prepared for their next stage of education.

The school develops pupils' talents and interests carefully to enable all pupils to experience success in their school lives. Sporting events such as hockey, swimming, cross-country running and golf give pupils the chance to shine and grow in confidence. Extra-curricular clubs such as computing, dance and art give pupils the chance to learn new skills and work positively together.

Leaders work tirelessly to create excellence in all that they do. Governors and trustees know the school well and are passionate about maintaining the school's ethos while achieving high standards. Governors prioritise the workload and well-being of staff. Staff value the highly positive way the team works together. Almost all parents are supportive of the school and appreciate the dedication needed to sustain such strong levels of performance over time.

Safeguarding

The arrangements for safeguarding are effective.

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	140929
Local authority	Surrey
Inspection number	10321989
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	Board of trustees
Chair of trust	Julia Lamaison
Headteacher	Kathryn Krynicki
Website	www.pyrford.surrey.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school uses one registered alternative provider.
- The school is part of The Learning Partners Church Academy Trust.
- The school is a Church of England school under the Diocese of Guildford. The school's last section 48 inspection was carried out in February 2018.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 COVID19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the staff and the members of the governing body and trustees, including the chair of trustees. The inspector also

met with a representative from the Diocese of Guildford and other leaders within the school.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, history and art and design. 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.
- To evaluate the effectiveness of safeguarding, the 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.
- The inspectors considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Carl McCarthy, lead inspector	His Majesty's Inspector
Andrew Foster	Ofsted Inspector
James Stuart	His Majesty's Inspector

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