

Inspection of Worplesdon Primary School

Envis Way, Worplesdon, Guildford, Surrey GU3 3NL

Inspection dates:	29 and 30 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

This is a school full of happy pupils. Relationships between staff and pupils are kind and caring. Pupils are supported well with their social and emotional development. This means that they feel safe and well looked after.

Pupils live up to the high expectations for their behaviour. They know the school rules and values. In lessons, they are attentive learners and show resilience with their learning. At break and lunchtimes pupils have access to a wide range of fun activities. They enjoy ball games, using equipment to build structures and engaging in imaginative play with their friends.

The school is highly ambitious for every pupil. Pupils achieve well across the curriculum, including those with special educational needs and/or disabilities (SEND). Pupils develop a love for learning which begins when they start school in the early years. This is enhanced through the wider curriculum which includes interesting trips and visitors to the school. Pupils enthuse about their sporting achievements, including recent success at a football tournament.

Parents and carers value the nurturing ethos of the school and the way every child is treated as an individual. The school's vision for pupils 'to develop a love for learning and life' is shared by all.

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

The school has designed a curriculum which carefully sequences learning from the early years to Year 6. It includes the knowledge and skills that pupils need to prepare them for their next educational steps. The school is ambitious for pupils to access the full curriculum breadth. This includes 'the Haven' which is the school's resourced provision for pupils with SEND.

The school's early years provision ensures that children have an excellent start to their education. Staff are highly skilled and have an in-depth understanding about child development. They use this knowledge to create an exciting curriculum. Every moment is seized as a learning opportunity. Children are enthusiastic and motivated learners. They apply their learning extremely well in the activities across the environment. Children work collaboratively to problem solve, showing impressive levels of concentration and perseverance. They benefit from the clear focus on developing their language and communication skills.

Pupils become confident and fluent readers. This is because the school prioritises the teaching of reading. Staff are trained to deliver the phonics scheme in a consistent way. Pupils use their phonics knowledge well. They break down words into letter sounds and use this to read and write across the curriculum. Older pupils explore a wide range of text types. Any pupils who need extra help with their reading receive it through a successful targeted approach.

The school's highly inclusive ethos means that pupils with SEND achieve well. They have their needs appropriately identified and met. Expertise is shared well between the Haven and the school in terms of staff knowledge and resources. This benefits all pupils and means that they get the support they need from skilled staff.

In many subjects, pupils remember their learning well. For example, in mathematics pupils benefit from regular recaps about their learning. Across the curriculum the key vocabulary is identified and pupils use it accurately. Pupils enjoy their learning activities. However, in a few subjects teaching does not accurately check what pupils know and remember. This means that some activities do not contribute well enough to pupils' learning.

Pupils behave well. They are enthusiastic and curious learners. The school's many leadership roles allow older pupils to act as role models and have a strong voice in the school. The school sets high expectations for pupils' attendance. Individual families are supported well. However, there are some groups of pupils who have high levels of absence. This means that they miss out on valuable learning time.

Pupils' character development is exceptional. Central to this is the way pupils have an in-depth understanding about the school values and why they matter. They show high levels of respect and empathy to others and describe how these skills will benefit them in life beyond school. Pupils gain much from their values-based learning, such as assemblies where they focus on a monthly value and why it matters. They learn about how they can contribute to the community and enjoy receiving their values rewards in recognition of their achievements in and outside school.

Staff are proud to work at the school and engage well with their professional development opportunities. The governing body has an accurate view of the school's work to achieve its strategic priorities. It uses its shared expertise to appropriately support and hold school leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Persistent absence levels are too high for some pupils, particularly those who are disadvantaged. As a result, these pupils do not fully benefit from the education and wider opportunities that the school offers. The school needs to ensure that it has strong oversight of pupils' attendance and evaluate the impact of its actions to improve it.
- In a few subjects, information about what pupils know and remember is not always used to inform teaching and in the creation of tasks and activities in lessons. This

means that some pupils do not achieve as well as they could. The school should ensure that assessment information is used effectively to inform teaching.

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	125025
Local authority	Surrey
Inspection number	10379822
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	538
Appropriate authority	The governing body
Co-Chairs of governing body	David Philpot and Kellie Glossop
Headteacher	Kareen O'Brien
Website	www.worplesdonprimaryschool.com
Dates of previous inspection	28 to 30 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school has specialist provision for pupils with a diagnosis of autistic spectrum disorder. This called The Haven.
- The school's headteacher is the Executive Headteacher of this school and Wood Street Infant School.
- The school uses one registered 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 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.
- The inspection team met with senior school leaders and with representatives from the governing body and the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, history and art. 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.
- 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 evaluated responses to Ofsted’s pupil survey and spoke to pupils to gather their views.
- The inspectors analysed responses to the staff survey and spoke to staff about their views of the school.
- The inspectors took account of the responses to Ofsted’s Parent View questionnaire and the additional free-text responses. An inspector also spoke with parents at the start of the first day of the inspection.

Inspection team

Kate Fripp, lead inspector

His Majesty’s Inspector

Lynn Powell

Ofsted Inspector

Catherine Cottingham

Ofsted Inspector

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