

Inspection of Pewley Down Infant School

Semaphore Road, Guildford, Surrey GU1 3PT

Inspection dates: 9 and 10 July 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

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since July 2012.

What is it like to attend this school?

Pupils describe their time here as 'joyful' and talk about how kind and helpful their classmates are. This positivity comes from pupils' commitment to the school's values, which are at the heart of the school's work. Staff are exceptionally ambitious for what pupils should learn and achieve. The school is meticulous about removing any barriers to pupils' progress. As a result, pupils' standards of attainment are very high.

Throughout the school year, pupils take part in a bespoke programme of activities and experiences. These 'Fluffy Fridays' provide pupils with enjoyable sporting and creative challenges. This helps them learn to cooperate and build their self-esteem. The school makes sure that pupils with special educational needs and/or disabilities (SEND) access and benefit fully from this provision.

From the outset of children's time in early years, the school helps children to develop independence and confidence. Staff teach them about being patient and expressing their emotions. Clear routines and expectations help to ensure that children are attentive and inquisitive. Pupils sustain their enthusiasm for learning across the school. As a result, the atmosphere in classrooms is focused and abuzz with learning.

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

Pupils learn to read with confidence and accuracy. A significant proportion of pupils speak English as an additional language. In order to address the challenges this poses, leaders have tailored their approach to teaching reading. As well as giving pupils a firm grasp of phonics, the school makes it a priority to strengthen pupils' vocabulary and comprehension. Targeted support for weaker readers is highly effective in helping them to catch up. This helps pupils become fluent and enthusiastic readers, as can be seen in the above-average proportion of pupils who met the expected standards in reading in 2023.

The curriculum in early years is highly aspirational. It supports children to develop skills such as being 'dynamic designers' and 'proud performers'. In class, they then work to design and build their own musical instruments. Staff make the most of every opportunity to help children use their imagination. They ask questions to deepen children's understanding and encourage them to write about their ideas. As a result, children make a very strong start to their formal education.

The programme for learning in key stage 1 is designed to extend pupils' knowledge and skills further. For example, in physical education, pupils develop their ball skills across a sequence of games and activities. Teachers explain and demonstrate different throwing techniques. This ensures that pupils understand exactly what is expected of them. In all subjects, staff are alert to any gaps or misconceptions in pupils' learning. Teachers make sure that they pick up on these such as revisiting difficult number problems in mathematics. Staff make subtle adaptations to enable

all pupils to access the same learning. This supports pupils with SEND to achieve exceptionally well.

Attendance is strong because leaders create such a positive culture about being at school. In some instances, pupils and families find attendance more challenging. When this happens, the school works sensitively but firmly with them to overcome these issues. Pupils' conduct around school is exemplary. As a result, every moment is filled with exciting learning. Pupils are taught about what it means to be a good friend and are proud to put this into practice around the school.

The school helps all pupils to develop resilience and enthusiasm in their learning. Pupils embrace 'struggle time' when they encounter difficult moments in lessons. The programme of trips and activities is deliberately planned to expose them to new experiences. For example, as part of their learning about the Great Fire of London, pupils visit St Paul's Cathedral. This prompts them to think about its historical, cultural and spiritual significance. Pupils' young age is no barrier to them taking on positions of responsibility in the school. House captains and 'eco-team' members are proud of the contribution they make to school life.

The culture of learning in the school extends to the staff as well. Leaders provide effective professional development about how to deliver the curriculum. This ensures that standards in the classroom are as high as possible. Workload demands on staff are balanced carefully so that staff feel very well supported. Leaders and governors have achieved this despite having to relocate the entire school mid-way through the academic year due to reinforced autoclaved aerated concrete (RAAC). Throughout this, leaders have ensured that they continue to focus on delivering the best possible education for pupils.

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	136755
Local authority	Surrey
Inspection number	10321941
Type of school	Infant
School category	Voluntary aided
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair of governing body	Helen Murray and Deborah Pepper (Co-Chairs)
Headteacher	Clare Brunet
Website	www.htpd.surrey.sch.uk
Dates of previous inspection	11 and 12 July 2012, under section 5 of the Education Act 2005.

Information about this school

- Pewley Down Infant School is part of a federation with Holy Trinity Junior School, Guildford. The headteacher and many of the senior leaders work jointly across both schools.
- Pewley Down Infant School is a Church of England voluntary-aided school. The most recent section 48 inspection took place in September 2017. The next section 48 inspection is due to take place before October 2025.
- The school currently uses one registered alternative provision.
- In October 2023, the school's buildings were found to contain RAAC. Since that time, the school has relocated to alternative classrooms on the site of its federation partner school, Holy Trinity Junior School.

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 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 school leaders, including the headteacher and senior leaders. The inspectors also met representatives from the governing board, the local authority and the Diocese of Guildford.
- The inspectors carried out deep dives in these subjects: early reading, design and technology, mathematics and physical education. 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. The inspectors also discussed the curriculum and provision for pupils with SEND and sampled work from across other areas of the curriculum.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, governors, staff, parents and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts the pupils' interests first.

Inspection team

Daniel Botting, lead inspector

His Majesty's Inspector

Kirstine Boon

Ofsted Inspector

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