

Inspection of Boxgrove Primary School

Boxgrove Lane, Merrow, Guildford, Surrey GU1 2TD

Inspection dates:	17 and 18 June 2025
The quality of education	Good
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 headteachers of this school are Alison Fitch and Rebecca Stacey. This school is part of the Learning Partners 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 (CEO), Jack Mayhew, and overseen by a board of trustees, chaired by Andrew Isherwood.

What is it like to attend this school?

When pupils join Boxgrove, they are welcomed into a vibrant, inclusive and aspirational school community. The carefully designed 'Boxgrove journey' underpins every aspect of school life, ensuring pupils benefit from a wealth of enriching experiences. The school is ambitious for every pupil. This is clearly realised in how pupils live out the school's values: to be resilient, ambitious and caring. High expectations are set, and pupils rise to them by working hard and achieving well.

Pupils are happy at school. They thrive in an environment where their voices are heard and respected. Their ideas shape a rich programme of clubs, trips and wider curriculum opportunities. Leaders work hard to remove barriers so all pupils, including those who are disadvantaged, can take part.

Behaviour is exemplary. Pupils help maintain the school's relaxed and respectful culture. For example, they collaborate with leaders to set playground rules. They take on meaningful leadership roles, such as 'learning champions' who support younger pupils' learning and school councillors.

Pupils' contributions extend beyond the school. They host events for older local residents and participate in community activities. These opportunities help pupils understand their place in the world. As a result, pupils leave Boxgrove confident, compassionate and well prepared for their next steps.

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

The school has taken a thoughtful and well-sequenced approach to curriculum design, beginning in the early years and building coherently to Year 6. Reception Year provides an excellent springboard for children's later learning. Routines are swiftly and effectively established, ensuring that no learning time is wasted. Children remain deeply focused on a variety of highly engaging activities throughout the well-considered learning environment. Staff engage meaningfully and purposefully with children, supporting their communication skills to develop. As a result of their experiences in the early years, children make strong progress across all areas of learning. They are exceptionally well prepared for the transition into Year 1.

Moving through the school, pupils continue to learn a broad and ambitious curriculum. Pupils' overall achievement is strong. This is because teachers have secure subject knowledge and deliver the curriculum well. Regular checks are made on pupils' learning. These help staff to identify gaps and adapt their provision to support pupils further. Pupils with special educational needs and/or disabilities (SEND) are identified and supported effectively. Staff are trained to recognise and respond to a range of needs. The school has clear systems to ensure support is regularly reviewed and adapted, helping these pupils to achieve well.

Across the curriculum, staff provide engaging resources that support pupils' understanding. In many subjects, learning tasks promote pupils' learning very well.

However, in some subjects, the tasks pupils are given do not routinely build on their prior learning. This means that pupils' learning is slowed.

The school's approach to teaching early reading is rigorous. Leaders review and adapt the scheme regularly and ensure staff are well trained. Routine checks identify pupils who need extra support, who then receive expert help. As their confidence and fluency grow, pupils are encouraged to read regularly and widely. High-quality texts are embedded across the curriculum. Pupils eagerly vote for and read books from the school's '100 books' lists. They feel lucky to have a well-stocked library and visit it regularly. A strong reading culture and effective teaching mean pupils consistently achieve extremely well in the end of key stage reading tests.

Pupils are highly positive about learning and lessons are rarely disrupted. They show consistent respect for peers and adults. Beginning in Reception Year, children show high awareness of how to regulate their behaviour. They even support their friends with this. Pupils collaborate well in lessons and during play. Pupils enjoy coming to school and attend frequently. The school has developed effective systems for supporting pupils and families facing challenges with regular attendance.

Personal development opportunities are carefully woven throughout school life. Pupils learn to value themselves and manage relationships positively. There is a comprehensive approach to teaching pupils how to look after their physical and mental health. Children begin swimming lessons in Reception Year, and most are confident swimmers by the end of Year 6. Pupils explore current events and global issues, broadening their understanding beyond their own experiences. A wide variety of visitors and workshops enrich learning and expand pupils' horizons further. Pupils have a strong understanding of equality, equity and respect for differences. They celebrate diversity and do not tolerate discrimination.

Leaders are committed to providing high-quality learning and enriching experiences for all pupils. Governors and the trust share this ambition and know the school well. Staff feel highly valued and enjoy working at the school. Engagement with the community is strong. A high number of parents and carers and community members volunteer each week, further enriching pupils' experiences. Parents are extremely positive about the care, support and opportunities their children receive. They feel welcome at school events, including the popular weekly 'Cafe B'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, learning tasks do not build effectively on pupils' prior knowledge. As a result, pupils do not deepen their understanding or develop their skills as well as they could. The school should ensure that tasks are designed so that pupils can apply their previous learning and make consistently strong progress through the curriculum.

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	140057
Local authority	Surrey
Inspection number	10379873
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	650
Appropriate authority	Board of trustees
Chair of trust	Andrew Isherwood
CEO of the trust	Jack Mayhew
Headteacher	Alison Fitch (co-headteacher) Rebecca Stacey(co-headteacher)
Website	www.boxgrove.surrey.sch.uk
Dates of previous inspection	16 and 17 April 2024, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Learning Partners trust.
- The school currently uses two unregistered providers of alternative provision.
- The school runs its own before- and after-school club.

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the headteachers and assistant headteachers. They also met with other school leaders, staff and pupils.
- The lead inspector met with one of the trustees and three members of the local governing committee.
- The lead inspector also met with the CEO and the trust's director of education.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, physical education and geography. For each deep dive, the 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 also looked at curriculum information for a range of other subjects, including pupils' work. They reviewed a range of documents, including the school's own evaluation of its effectiveness and priorities for improvement. They also looked at information relating to behaviour, attendance and SEND.
- Pupils' behaviour was observed during lunchtimes.
- The inspectors considered the responses to the confidential staff and pupil surveys and spoke to a range of staff and pupils about their views of the school.
- The views of parents were gathered through the online survey for parents, Ofsted Parent View, including free-text comments. Team inspectors also spoke to parents during the inspection.
- 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.

Inspection team

Katie Hancock, lead inspector	His Majesty's Inspector
Gemma Piper	Ofsted Inspector
Mike Wood	Ofsted Inspector
Natalie Broad	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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