

St Nicholas CofE Primary School

Address: Manor Farm Avenue, Shepperton, Middlesex, TW17 9AD

Unique reference number (URN): 125230

Inspection report: 24 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils attend school well. They enjoy their learning and seeing their friends. The importance of attending school and education is promoted well by leaders. Pupils with any frequent absences are identified quickly and families then offered support. This has resulted in notable improvements in the attendance of disadvantaged pupils.

Staff set high expectations for pupils' behaviour through the 'St Nicholas Way'. Relations between staff and pupils are extremely positive and respectful. This culture is established from the school gate where staff welcome pupils with warmth and cheerful greetings. Pupils reciprocate with kindness and show good manners. They hold doors open for each other and move around the school in a calm manner. They are unfailingly polite. Positive relationships across the school benefit from the many pupil leadership opportunities. This allows them to represent their classmates and communicate well with them. In lessons, pupils are enthusiastic and attentive learners. They try their best and show impressive levels of resilience and perseverance with their learning. Pupils are proud to receive rewards through the 'caught being good' coins and the 'golden ticket' raffle. They celebrate each other's success. Pupils are not worried about bullying or discrimination. They know that any rare events are not tolerated and dealt with quickly by the school staff.

Early years

Strong standard ●

Children in early years thrive and achieve highly. They are happy and confident with their learning and in the relationships they build. The early years curriculum is ambitious and delivered with expertise. It ensures children learn all they need to and presents them with many opportunities to apply and extend their learning in independent play and activities. For example, children show the depth of their learning about the natural world in the way they care for plants in the environment. They apply their artistic and fine motor skills with determination in other activities and articulate why it is important to do so.

The teaching of reading is highly effective. Children use their growing phonetic strategies successfully in their independent reading and writing. They know when their 'tricky words' cannot be sounded out and benefit from opportunities to practise writing them. Reading development is further supported by helpful signs and prompts placed in the early environment. These are carefully written for children to be able to read and understand. There is a sharp and highly effective focus on developing pupils' communication and listening skills. Teaching staff model and promote new vocabulary and appropriate grammar. They engage children in conversation through high-quality oral interactions. Children enjoy describing their learning and chatting with their friends. They show impressive levels of confidence and independence.

Inclusion

Strong standard ●

Leaders' commitment to meeting all pupils' needs is highly evident in the positive impact on their academic outcomes and wellbeing. Pupils' needs are well known to all and addressed through precisely tailored support. Leaders consider any barriers to learning for

disadvantaged pupils, including those with special educational needs and/or disabilities. They ensure that staff are trained well to make adaptations to the curriculum and their teaching, allowing all pupils to succeed. Pertinent information is discussed with parents and carers so that their voice is considered well.

Oversight of the impact of such inclusive provision is meticulous and rigorous. Pupil premium funding and the associated actions are subject to ongoing and in-depth reflection and adjustment. Leaders establish highly effective relationships with external experts to ensure pupils receive the support they need. Staff work closely with virtual schools and social care professionals to enable children in care to receive appropriate and ambitious targeted support. The use of alternative provision is carefully checked in terms of its impact on pupils' outcomes and wellbeing.

Leaders examine disadvantaged pupils' inclusion in their wider offer. They offer support to families in terms of attendance and mental health and wellbeing. Financial barriers are considered to ensure that disadvantaged pupils have equitable access to clubs, trips and enrichment opportunities.

Personal development and wellbeing

Strong standard 

Pupils benefit in a multitude of ways from the school's extremely well-designed personal development programme. Pupils are seen as individuals as staff take time to get to know them well. This allows the programme to be shaped by pupils' interests, hopes and dreams in a highly personalised approach. Leaders ensure that disadvantaged pupils are extremely well supported and that all pupils celebrate their 'superpowers'. Key themes are skilfully woven through the curriculum which include spirituality, justice and responsibility. Pupils make purposeful links between British values and those promoted at school, such as democracy and mutual respect. They behave with integrity and show compassion and empathy to others. Pupils' appreciation of diversity and difference reflects their in-depth understanding about curiosity and respect which goes way beyond tolerance.

There is a deliberate and well-considered personal development approach through the opportunities presented to pupils. Pupils understand the importance of being active and socially conscious citizens through the many leadership roles they hold. They learn what it means to hold responsibilities and work collaboratively. For example, the 'Magic Minds' and 'Global Reporters' lead charitable activities at school. Individual pupils are inspired, seize these ideas and create their own fundraising events, both within and outside school. Pupils learn how to be safe in their locality in terms of water, rail and road safety through curriculum content as well as trips and visitors to the school. 'E-Cadets' share online safety tips which help their peers to be critical and safe internet users. Pupils learn how to look after their physical and mental health through many opportunities, including 'pause days' which allow them time to reflect and link local and world events with the school values and curriculum. They are given time to debate and discuss their thoughts and feelings and listen to others. The school's relationships education is age-appropriate and allows pupils to explore healthy friendships and concepts such as consent and trust.

Expected standard

Achievement

Expected standard 

Published data shows that pupils' attainment has been above the national average over the last 3 years. This is equally applicable for disadvantaged pupils, including those with special educational needs and/or disabilities. All pupils are prepared well for their next educational steps. Leaders are meticulous in their oversight of how well pupils learn and they direct staff training and resources in response. They show high ambition to further strengthen the progress pupils make in relation to their starting points.

Pupils remember their learning well. They make links between historic and new learning which builds their knowledge and skills. Pupils' work shows that they achieve the school's curriculum aims. They become confident and fluent readers. Pupils show particular strength in their written work and in their application of grammar and vocabulary. They communicate well, demonstrating confidence in their use of language when describing and reflecting on their learning.

Curriculum and teaching

Expected standard 

The school's curriculum is ambitious and interesting. It includes all the necessary skills and knowledge that pupils need to prepare them for their next steps. Leaders ensure that there are regular reviews about its content and decisions are made to reflect pupils' learning needs and interests. The support for disadvantaged pupils is highly effective. Appropriate adaptations and resources are precisely matched to their learning needs.

There is an emphasis on pupils acquiring foundational knowledge in reading, writing and mathematics. Staff teach phonics well. The school-wide focus on oracy is evident in the high quality conversation and discussions which take place. Pupils who need extra help with their reading, writing and mathematics are identified quickly and supported through targeted interventions.

In many lessons, teachers have effective subject knowledge and use this to check how well pupils learn. When needed, they make adjustments to their teaching and the curriculum as a result. This means that in most instances any gaps in pupils' understanding are addressed. The quality of the curriculum and teaching is understood well by leaders. They use this information to tailor professional development opportunities and to ensure teachers have the subject knowledge and skills they need. Leaders are aware of some minor inconsistencies in the quality of teaching and are addressing them through ongoing training.

Leadership and governance

Expected standard 

Leaders have a clear and realistic view of the school's strengths and development areas. Information shared with the governing body allows the governors to appropriately support and challenge leaders in relation to the school's strategic priorities. Leaders and those responsible for governance consistently make decisions in the best interests of St Nicholas' pupils. They place pupils' learning, safety and wellbeing at the heart of all they do so that all pupils thrive and achieve well, including those who are disadvantaged.

Leaders prioritise the workload and wellbeing of staff. They are reflective and responsive to feedback and make adjustments when needed. Training and staff development is closely linked to the school's ongoing improvement priorities, including appropriate support for early career teachers. Leadership at all levels is encouraged and supported which means staff feel empowered and motivated. Staff appreciate their inclusion in the 'golden ticket' reward scheme which recognises their contributions when pupils' achievements are celebrated.

Many parents and carers speak highly of the school. They value the caring and nurturing ethos which begins at the school gates through the warm greetings offered by staff to families. Parents praise the new playtime arrangements and the way that their children learn and demonstrate good manners and behaviours. In addition, they value the school's wide range of extra-curricular clubs, and the support offered to working parents through the wraparound care offer.

What it's like to be a pupil at this school

Pupils thrive and flourish at this school. They receive a warm welcome each day from kind and caring staff who know them well. Pupils are happy at school. They enjoy their learning and feel safe and well cared for. Pupils' behaviour embodies the high expectations established through the 'St Nicholas Way'. They show high levels of respect and empathy towards each other. In lessons, pupils concentrate on their learning and engage in reflection and discussion. Pupils value the school's positive approach to behaviour management. They do not worry about bullying as any rare incidents are dealt with quickly and effectively. Recent changes to breaktime activities are enjoyed by all.

Pupils achieve well academically. They develop the knowledge and skills they need for their next educational steps. This journey of success begins extremely well in the school's early years where children develop enthusiasm and passion for learning. Across the school, pupils who need adjustments and support receive the help they need in a timely and effective way. The school's highly inclusive culture allows all pupils to be valued and experience success.

Pupils play a key part in determining many aspects of school life. Their voice is heard well through the many pupil leadership groups. They embrace opportunities to make a difference at school and beyond. For example, pupils develop a sense of belonging in their community and know how they can contribute to it by being active citizens. They lead fundraising events and raise awareness about caring for the environment and their mental wellbeing.

There are an abundance of wider opportunities which benefit pupils. The school's extra-curricular offer is extensive and allows pupils to develop their talents and interests. The recent junior production of 'Shrek' was heralded as a huge success by parents and carers, pupils and staff. This event allowed pupils to shine and feel such a sense of pride in their achievements.

Next steps

- Leaders should strengthen the consistency of curriculum implementation across all subjects and year groups, so that pupils build knowledge and skills robustly through well-established practice.
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About this inspection

The chair of the board of governors in this school is Dr Steve Ellison.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders and representatives from the diocese, the local authority and the governing body during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The most recent section 48 inspection of the school's religious character took place in October 2017.

The school makes use of one registered alternative provider.

Headteacher: Nik Cook

Lead inspector:

Kate Fripp, His Majesty's Inspector

Team inspectors:

Clare Haines, Ofsted Inspector

Nic Browne, Ofsted Inspector

Laura James, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 24 March 2026

School and pupil context

Total pupils

549

Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

564

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

15.12%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.37%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

8.01%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	61%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	63%	62%	Close to average
2023/24 (final)	70%	61%	Above
2022/23 (final)	76%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	82%	74%	Above
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	81%	74%	Above
2022/23 (final)	84%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	72%	Above
2024/25 (revised)	82%	72%	Above
2023/24 (final)	80%	72%	Above
2022/23 (final)	85%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25 (revised)	76%	74%	Close to average
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	85%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	46%	Close to average
2024/25 (revised)	42%	47%	Close to average
2023/24 (final)	56%	46%	Close to average
2022/23 (final)	53%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	62%	Close to average
2024/25 (revised)	63%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	73%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	59%	Above
2024/25 (revised)	74%	59%	Above
2023/24 (final)	67%	58%	Close to average
2022/23 (final)	80%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	60%	Close to average
2024/25 (revised)	63%	61%	Close to average
2023/24 (final)	72%	59%	Above
2022/23 (final)	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	68%	-18 pp
2024/25 (revised)	42%	69%	-27 pp
2023/24 (final)	56%	67%	-12 pp
2022/23 (final)	53%	66%	-13 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-12 pp
2024/25 (revised)	63%	81%	-18 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	73%	78%	-5 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	78%	-5 pp
2024/25 (revised)	74%	78%	-5 pp
2023/24 (final)	67%	78%	-11 pp
2022/23 (final)	80%	77%	3 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	67%	80%	-12 pp
2024/25 (revised)	63%	81%	-17 pp
2023/24 (final)	72%	79%	-7 pp
2022/23 (final)	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	11.7%	13.3%	Close to average
2023/24 (3 term)	13.6%	14.6%	Close to average
2022/23 (3 term)	11.4%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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