

Inspection of Stamford Green Primary School and Nursery

Christ Church Mount, Epsom, Surrey KT19 8LU

Inspection dates:	7 and 8 January 2025
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 for overall effectiveness 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 February 2015. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils are proud to attend this highly ambitious and inspirational school. They feel a strong sense of belonging. This gives pupils the confidence to grow and develop high levels of independence. Pupils appreciate the teaching, support and care that they receive from teachers and the wider school community. Pupils rightly say, 'They do not just teach us to learn, they teach us how to be ourselves'.

Pupils are safe and happy. Staff teach them exactly how they should behave from the early years. In all year groups, pupils demonstrate a real thirst for knowledge. The school's ethos of support and care, alongside a strong culture for learning, contributes to pupils behaving exceptionally well. Pupils are very well-mannered. Classrooms, the playground and the dining hall are all joyful places. Younger and older children interact with warmth and care.

Pupils learn important leadership skills through varied roles. These include being school councillors, prefects or 'kindness ambassadors'. Pupils are proud of these roles. Pupils develop a strong moral compass to consider the needs of others. The school considers the needs and interests of pupils from more disadvantaged backgrounds carefully. These pupils have all been able to take part in additional, well-chosen experiences.

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

The school is relentless in its drive to provide the best possible education for all pupils. It has an excellent understanding of what this looks like, and how to achieve it. As a result, the school has designed an impressive and ambitious curriculum from the school's nursery up until the end of Year 6. There is a very consistent and high-quality approach to teaching. Teachers have strong subject knowledge. They teach the key knowledge, skills and vocabulary in a logical sequence. Teachers are expert at checking pupils' understanding and quickly rectifying any gaps in their learning.

Reading is the highest priority in the school's curriculum. As a result, pupils develop a genuine love for reading at an early age. They are passionate about various authors, remembering many stories they have encountered in school. Pupils learn how to read from a well-structured phonics programme. They practise reading with books that are carefully matched to the sounds they know. Those who find learning phonics the hardest are given small group support from highly skilled and qualified staff. This gives these pupils, who may be at risk of falling behind, every chance of keeping up with their peers.

Staff consider the provision for children across the early years very carefully. They ensure there are no barriers placed on children's achievements across all areas of the early years curriculum. The quality of care and support for the children is excellent. Staff support the development of children's communication and language skills well. Children successfully practise their early literacy and numeracy skills often. They eagerly engage in the learning activities on offer superbly.

The school quickly identifies the needs of pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are then supported extremely well. As a result, pupils with SEND, and other groups of disadvantaged pupils, achieve very well and benefit from the same opportunities and experiences as their peers.

Pupils have exceptional attitudes to learning. They listen intently and work hard in lessons. A small proportion of pupils can sometimes find it hard to meet the school's behaviour expectations. Staff ensure that these pupils are given every opportunity to develop the skills and strategies that they need. This is helping them to become more successful in everyday school life. Generally, pupils' attendance is very strong. Where there is a concern, the school works with families to improve attendance. This is having considerable success for those whose attendance should be higher.

The school's values are lived in practice. Everyone is welcome and pupils learn well about different faiths and beliefs. Through respecting the opinions of others, pupils demonstrate a deep understanding of fundamental British values. The school's extensive charity fundraising activities encourage pupils to understand the importance of helping others. There is a plethora of clubs and other opportunities to develop pupils' interests.

Leaders rigorously evaluate and review their work. Governors know the school well. They carry out their responsibilities with diligence, including assuring themselves of the safety of pupils and staff. They set a clearly ambitious vision for the school. This inspires staff who aspire to meet it. This collective drive helps to create a palpable 'family-like' atmosphere which parents and carers, pupils and staff fully appreciate. This ensures that pupils do achieve as well as they can in all areas of school life.

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	125066
Local authority	Surrey
Inspection number	10341570
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	695
Appropriate authority	The governing body
Chair of governing body	Rebecca Jennings
Headteacher	Louise Druce
Website	www.stamford-green.surrey.sch.uk
Dates of previous inspection	4 and 5 February 2015, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection the number of pupils on the school roll has increased considerably. In February 2015, at the last inspection, there were 420 pupils on roll, whereas in 2025 there are 695.
- The main school has increased in size to take a further class of children in each year group since September 2015 until it reached three forms of entry.
- In September 2018, the school opened its own nursery provision for children between the ages of two and four.
- The school runs its own breakfast club and after-school wraparound care.
- The school currently uses one unregistered 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 has 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 carried out deep dives in these subjects: early reading, mathematics, history, physical education, Spanish and art and design. For each deep dive, 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.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors met with the headteacher and other leaders within the school. The lead inspector also met with members of the governing board, including the chair, and an educational representative from the local authority.
- 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 reviewed a range of the school's documentation including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View and three inspectors also spoke with parents on the first day of the inspection.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as the staff survey.
- Inspectors gathered pupils' views throughout the inspection, including through the classroom visits, group discussions, the pupil survey, as well as at playtime and lunchtime.

Inspection team

Chris Parker, lead inspector	His Majesty's Inspector
Andy Platt	Ofsted Inspector
James Freeston	Ofsted Inspector
Francois Walker	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025