

Waterfield Primary School

Address: Waterfield Gardens, Bewbush, Waterfield Primary School, Crawley, West Sussex, RH11 8RA

Unique reference number (URN): 145544

Inspection report: 6 May 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

Inclusion

Strong standard 

Leaders have established a positive and deeply embedded culture of inclusion. Leaders and staff know pupils and their families well. Staff identify pupils' needs early, drawing on high-quality training and effective partnerships with external professionals. This enables the school to put appropriate support in place quickly and effectively for those pupils who need it. Leaders review this support for pupils regularly to ensure that it remains effective and responsive.

Pupils with special educational needs and/or disabilities (SEND) receive consistently effective provision that enables them to achieve well and feel valued as members of the school community. Staff use precise adaptations to the curriculum and learning, such as visual prompts and sensory tools. They also introduce some pupils with SEND to essential vocabulary and basic knowledge before pupils encounter such content in lessons. This helps pupils with SEND who need this level of support to access learning confidently in lessons.

Leaders use additional funding effectively to broaden disadvantaged pupils' experiences and to provide carefully tailored academic and pastoral support. Pupils known to social care benefit from thoughtful support that builds trust and belonging. Other vulnerable pupils receive timely pastoral help, including access to calm spaces and emotional regulation strategies. Leaders' highly effective partnerships with families and professionals ensure that pupils, regardless of background or need, participate fully in school life.

Expected standard

Achievement

Expected standard 

Leaders place a clear emphasis on ensuring that pupils develop secure reading skills. Pupils learn to read using phonics from the start of Reception Year, and staff check pupils' progress in reading regularly. Pupils in Year 1 typically achieve well in the national phonics check, which enables them to access the wider curriculum with confidence. Pupils' spelling and handwriting are generally secure, and leaders continue to raise expectations so that pupils can achieve more highly.

Pupils, including pupils with special educational needs and/or disabilities and disadvantaged pupils, achieve well. Generally, this is reflected at the end of Year 6 in national tests in reading, writing and mathematics, where pupils' attainment is broadly in line with national averages.

Across most subjects, pupils produce work of good quality and take pride in their learning. They recall key knowledge and apply it with increasing confidence. Pupils leave the school well prepared for their next steps.

Curriculum and teaching

Expected standard 

Leaders have established a curriculum that identifies the knowledge that pupils need to learn and the order in which they should learn it. This careful sequencing of curriculum content generally helps pupils build their knowledge and skills securely over time. Leaders, supported by the trust, make well-considered decisions to develop the curriculum. Leaders review the curriculum regularly and use an accurate understanding of the quality of the curriculum to inform their decisions. This well-organised approach to curriculum development has led to recent improvements in science, art and design technology. However, in a small number of subjects, leaders have not identified the most important knowledge that pupils need to know with enough precision.

Teachers have secure subject knowledge. Also, leaders provide training that develops staff's expertise in teaching different subjects. The school has a common approach to teaching that most staff implement well.

Staff identify gaps in pupils' basic knowledge quickly, particularly in early writing and mathematics. Staff provide targeted support that helps pupils secure the basic knowledge that they need. This support is informed by accurate assessment. It enables pupils to access the curriculum with increasing success and strengthen their foundations for future learning.

Early years

Expected standard 

Leaders provide clear and purposeful leadership of the early years provision. They set high expectations for what children should learn and ensure that the curriculum is ambitious and well sequenced. Staff use early assessment effectively to understand each child's starting point. This enables staff to plan learning for children that builds children's knowledge and skills across all areas of learning. Staff identify the needs of children with special educational needs and/or disabilities (SEND) quickly. They put support in place that reduces the barriers to learning experienced by children with SEND.

Teaching across early years is typically well considered and responsive. Staff benefit from ongoing professional development and collaboration, which develops their practice. Staff play alongside children to support children's ideas and deepen children's learning. Reading is prioritised from the moment children start school. Staff teach phonics systematically and address gaps in children's phonics knowledge promptly. In mathematics, children develop an understanding of early number with increasing confidence. The curriculum places an emphasis on vocabulary, helping children gain the language they need to communicate effectively.

Children generally achieve well and grow in independence. Staff create a calm, nurturing environment where children feel safe and behave respectfully. Children are well prepared for the transition into Year 1.

Leadership and governance

Expected standard 

Leaders provide clear strategic direction for the school and its staff and act in the best interests of pupils. They display integrity in their actions and show a determination to provide a high-quality education for pupils. Leaders understand the school's strengths and accurately identify the priorities that will improve pupils' experiences. Working with the trust, leaders have introduced well-considered changes that have had a positive impact on pupils' education.

Trust leaders work closely with school leaders and provide appropriate challenge and support. Trustees and local governors have an accurate understanding of the school's strengths and priorities. Trustees play an active role in shaping the school's strategic direction and offer constructive challenge that supports leaders in making well-informed decisions. Trustees and local governors recognise the importance of meeting the needs of pupils who face barriers to learning or wellbeing. They ensure that these pupils' needs remain a central focus of the school's work.

Staff wellbeing is a priority. Leaders consider workload carefully when making changes to policy and practice. Staff benefit from meaningful professional development that includes national leadership qualifications and trust-wide training. The professional learning that the school and trust provides for staff helps to strengthen their knowledge and expertise.

Leaders build positive relationships with parents and carers, professionals in education, health and social care, and with the wider school community. Leaders communicate openly with parents and involve families in school life. This collaborative approach to school leadership supports pupils' learning, welfare and wider development.

Personal development and wellbeing

Expected standard 

Leaders take a clear and well-structured approach to pupils' personal development and wellbeing. The school has a coherent personal development programme that promotes pupils' social, moral, spiritual and cultural development. The personal, social and health education (PSHE) curriculum gives pupils regular opportunities to explore equality, diversity and the protected characteristics in an age-appropriate way. Pupils develop a secure understanding of fundamental British values. They recognise how these values shape expectations within school and wider society. Also, leaders deliver carefully planned assemblies that help pupils to secure their knowledge of equality and diversity, the fundamental British values and other important aspects of the PSHE curriculum.

Pupils receive age-appropriate relationships education as they progress through school. Pupils learn about healthy relationships and learn how to stay safe, including online. A range of school partnerships with external agencies, including the police, help to deepen pupils' understanding of local risks and how to respond to them.

The school's provision for pupils' wider personal development is accessible to all pupils. Leaders check pupils' participation in enrichment activities closely so that disadvantaged pupils and pupils with special educational needs and/or disabilities benefit fully from leadership roles and extra-curricular opportunities. Pupils enjoy a rich range of clubs, visits and community experiences that broaden their horizons and strengthen their character.

These activities help pupils develop resilience, confidence and a strong sense of social responsibility.

Pupils benefit from well-coordinated and responsive pastoral support. Staff identify vulnerable pupils quickly and match pastoral support carefully to individual pupils' needs. Pupils know how to seek help, including through trusted adults and 'worry boxes'. Leaders prioritise pupils' mental and physical health. This helps pupils understand how to stay fit and maintain healthy routines.

Through the school's thoughtful and supportive personal development provision, pupils are prepared well to be respectful members of their local community and wider society.

Needs attention

Attendance and behaviour

Needs attention 

Too many pupils do not attend school regularly, and too many pupils do not arrive at school on time. Pupils' attendance is below the national average, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. However, recent strategies, including bespoke support for individual pupils and the introduction of 'Feel Good Friday', are beginning to make a positive difference to pupils' attendance and punctuality. Overall attendance has risen this academic year. Leaders recognise the need to sustain the implementation of recent attendance strategies and refine these strategies so that pupils' attendance continues to improve and improves more quickly over time.

Pupils learn in a calm, nurturing environment. Throughout the school, positive relationships and consistent routines shape pupils' behaviour and attitudes. Staff greet pupils warmly each morning, helping them settle quickly, feel secure and engage positively with their learning. Pupils respond well to the school's high expectations and behave respectfully. They know and understand why the school does not tolerate bullying and discrimination. Leaders analyse behaviour patterns carefully and ensure that pupils with additional behavioural needs receive appropriate support that helps them to understand their emotions and make positive choices.

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

Pupils experience a welcoming and inclusive environment where they feel safe, valued and ready to learn. Pupils behave well and show respect towards one another. They understand the school's clear expectations of them and follow routines that promote calm and purposeful learning. When disagreements occur, staff help pupils reflect and restore relationships. Bullying is rare, and pupils trust adults to deal with any concerns quickly and effectively. However, in spite of this positive environment, too many pupils do not attend school regularly enough.

Pupils engage positively with their learning and enjoy lessons. They talk confidently about what they have learned and take pride in their work. Generally, pupils experience effective teaching and achieve well. The school provides pupils with special educational needs and/or disabilities (SEND) with well-designed support that enables them to succeed. Disadvantaged pupils and those who face additional barriers to their learning and wellbeing benefit from the care and guidance of staff.

Pupils are proud of the leadership roles that they hold. Pupils who undertake these leadership roles thrive on the responsibilities that they are given. Pupils benefit from a wide range of enrichment opportunities, including clubs, trips and 'Feel Good Friday', which broaden their experiences and strengthen their sense of belonging. Pupils with SEND, disadvantaged pupils and those known to social care take part fully in school life.

Social times are positive and friendly, with pupils organising games and playing cooperatively. Pupils feel safe because adults know them well and respond to their needs with care and consistency. Pupils understand how to manage their emotions and treat others with kindness. Pupils develop academically, socially and personally and are proud to belong to their school community.

Next steps

- Leaders should ensure that the school's attendance strategy and accompanying actions improve levels of pupils' attendance and punctuality so that more pupils benefit fully from the education that the school provides.
- Leaders should ensure that, in a small number of subjects, they identify the important knowledge that pupils need to acquire more clearly.

About this inspection

This school is part of The Collegiate 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), Soumick Dey, and overseen by a board of trustees, chaired by Vernon Rapley.

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 the deputy principal, senior leaders, the CEO of the trust, members of the board of trustees and leaders from the trust's central team.

Inspectors also spoke with groups of pupils, visited a sample of lessons and looked at examples of pupils' work across a number of curriculum subjects. Inspectors spoke with some parents and carers.

The school currently makes use of one unregistered provider of alternative provision.

Principal: James Purveur

Lead inspector:

Jody Murphy, His Majesty's Inspector

Team inspectors:

Oliver Allen, Ofsted Inspector

Julie Prentice, Ofsted 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 6 May 2026

School and pupil context

Total pupils

395

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

472

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)

31.71%

Close to 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

3.29%

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

18.48%

Above average

What does this mean?

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

National average: 15%

Location deprivation

Above 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	62%	61%	Close to average
2024/25 (final)	63%	62%	Close to average
2023/24 (final)	65%	61%	Close to average
2022/23 (final)	58%	60%	Close to average

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	70%	74%	Close to average
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	72%	74%	Close to average
2022/23 (final)	67%	73%	Close to average

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	68%	72%	Close to average
2024/25 (final)	68%	72%	Close to average
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	69%	71%	Close to average

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	73%	73%	Close to average
2024/25 (final)	72%	74%	Close to average
2023/24 (final)	79%	73%	Close to average
2022/23 (final)	69%	73%	Close to average

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	55%	46%	Above
2024/25 (final)	60%	47%	Above

Year	This school	National average	Compared with national average
2023/24 (final)	50%	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	68%	62%	Close to average
2024/25 (final)	68%	63%	Close to average
2023/24 (final)	65%	62%	Close to average
2022/23 (final)	71%	60%	Close to average

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	63%	59%	Close to average
2024/25 (final)	60%	59%	Close to average
2023/24 (final)	55%	58%	Close to average
2022/23 (final)	76%	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	68%	60%	Close to average
2024/25 (final)	72%	61%	Close to average
2023/24 (final)	65%	59%	Close to average
2022/23 (final)	65%	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	55%	68%	-13 pp
2024/25 (final)	60%	69%	-9 pp
2023/24 (final)	50%	67%	-17 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	68%	80%	-12 pp
2024/25 (final)	68%	81%	-13 pp
2023/24 (final)	65%	80%	-15 pp
2022/23 (final)	71%	78%	-8 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	63%	78%	-15 pp
2024/25 (final)	60%	78%	-18 pp
2023/24 (final)	55%	78%	-23 pp
2022/23 (final)	76%	77%	-1 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	68%	80%	-12 pp
2024/25 (final)	72%	81%	-9 pp
2023/24 (final)	65%	79%	-14 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	65%	79%	-14 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 (3 term)	6.6%	5.2%	Above
2023/24 (3 term)	6.4%	5.5%	Above
2022/23 (3 term)	6.5%	5.9%	Close to average

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 (3 term)	17.9%	13.0%	Above
2023/24 (3 term)	19.9%	14.6%	Above
2022/23 (3 term)	18.9%	16.2%	Close to average

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.

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