

Inspection of a school judged good for overall effectiveness before September 2024: Ash Grange Nursery and Primary School

Ash Church Road, Ash, Surrey GU12 6LX

Inspection dates:

17 and 18 June 2025

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

What is it like to attend this school?

All members of the school community are proud to attend this exceptional school. The school's ethos, 'we care, we learn, we shine', is exemplified by staff and pupils alike. The parent who noted that Ash Grange 'isn't just a school, it's a family' was absolutely right. Relationships between adults and pupils are extremely warm and nurturing. This enables pupils to thrive in their safe and happy school. Pupils enjoy coming to school.

Pupils' well-being and academic success are at the core of the school's work. Staff have the highest of expectations for every pupil's achievement. Pupils strive to meet these expectations. They have a thirst for knowledge and are eager to learn. Pupils achieve highly across the curriculum. They are very well prepared for each new stage in their education.

Pupils' behaviour in class and around the school is excellent. This is because staff ensure consistent routines and expectations are quickly established. Pupils are taught to communicate their needs and feelings clearly. This helps them to become increasingly independent. Pupils are polite, friendly and welcoming. They enjoy helping each other. Older pupils enjoy the role of 'play makers', encouraging games with younger children and ensuring that everyone is included.

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

Children get off to the very best start in early years. Carefully planned provision in the indoor and outdoor learning environment nurtures children's interests and curiosity. Rich learning opportunities support children to develop their social, emotional and communication skills. Children are excited to play, learn and explore. The school's ambitious curriculum in key stages 1 and 2 build on these strong foundations. Classrooms and the school grounds buzz with purposeful activity. For example, pupils in Year 2 enthusiastically search for minibeasts in micro-habitats in the nature area, while pupils in Year 5 investigate the friction created by dragging their shoe on different surfaces using a Newton meter.

The school is determined that every pupil will succeed academically. Leaders regularly evaluate the school's curriculum, checking that it has the most impact on pupils' learning and considering what might make it even better. The school has focused sharply on ensuring that the curriculum includes the most important knowledge and skills it wants pupils to learn. Pupils are highly motivated. They understand the importance of education on their futures. The school has a thorough knowledge of pupils with special educational needs and/or disabilities (SEND). Staff receive the support they need to precisely plan and carefully adapt the curriculum to meet the needs of these pupils. As a result, pupils with SEND access the same curriculum and achieve well alongside their peers.

Reading is truly at the heart of the school's curriculum. Books from a wide range of genres are displayed and available to read all around the school. Pupils benefit from a well-stocked classroom and central library. They are excited to choose a free book as a reward for earning points for their hard work and positive attitudes. In the early years and key stage 1, staff skilfully implement the phonics curriculum. This helps pupils learn the sounds that letters represent, and most become confident, fluent readers. Teachers use the checks they make to identify gaps in pupils' phonics knowledge in a timely manner. These pupils receive the support they need, which enables them to catch up quickly.

Pupils' attitudes to learning are impeccable. They follow the school's rules and expectations because they feel valued by staff. Pupils demonstrate high levels of respect towards each other and staff. They are motivated in lessons. Pupils show commitment to their education and work with resilience. They want to keep improving. Pupils attend school regularly and arrive on time. The school follows clear and robust procedures if pupils are absent. Positive support is provided for families if it is required.

The school is resolute that all pupils will flourish socially and emotionally, as well as academically. Its exceptional offer to develop pupils personally plays an integral role in meeting this vision. The extensive offer is carefully and cohesively planned to fit within the rest of the school's curriculum. The school develops pupils' character and confidence by giving each child a sense of power and responsibility. This develops independence of mindset and confidence to express how they feel. Pupils are taught to have a respectful voice and an understanding that they can bring about positive change.

The school is extremely well led and managed. Governors challenge leaders to make sure that the school provides a high-quality education for all. Staff feel valued and are proud to be part of the school team. The school is very considerate of staff workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in June 2016.

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	125116
Local authority	Surrey
Inspection number	10379824
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	299
Appropriate authority	The governing body
Chair of governing body	Mrs Kirstie Jones
Headteacher	Mrs Marie Curtis
Website	www.ash-grange.surrey.sch.uk
Dates of previous inspection	11 and 12 February 2020, under section 8 of the Education Act 2005

Information about this school

- The school has provision for two- and three-year-olds. These are taught in the Nursery classes before moving into the Reception class.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This is the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in the evaluation of the school.
- The inspector met with the headteacher and extended leadership team, including leaders responsible for SEND, pastoral development and safeguarding.
- The inspector met with the members of the governing body and a representative from the local authority.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work. They also met with pupils to talk about their experience of school life.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector considered the views of parents submitted via the online survey, Ofsted Parent View, including the free-text comments. They also reviewed the responses to Ofsted's online survey for school staff.

Inspection team

Luisa Gould, lead inspector

Ofsted Inspector

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