

South Camberley Primary and Nursery School

Address: Frimley Road, Camberley, Surrey, GU15 2QB

Unique reference number (URN): 145279

Inspection report: 14 July 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

Early years

Strong standard 

Leaders place a deliberate emphasis on early education. They lead the early years well. As a result, children get off to a flying start. Leaders have secured consistency in teaching so that children receive the same high-quality education across both sites. There is equity in experiences and care. Adults establish warm and trusting relationships with children. Parents and carers are closely involved, working in partnership with the school.

Children benefit from purposeful teacher-led sessions and activities that promote curiosity, build confidence and support children's speaking skills. Staff use skilful interactions and modelling extend children's language and deepen their understanding consistently well.

Children, including those with special educational needs and/or disabilities and those who are disadvantaged make excellent progress from their starting points. Teachers use precise checks on learning to spot gaps in children's knowledge and skills. All staff are aware of individual children's next steps. They know that every minute is a learning moment. Teachers waste no time in acting to address gaps and next steps. Transition arrangements into early years and as children move into Year 1 are meticulously planned. Consequently, children are very much ready for their next stage of education.

Inclusion

Strong standard 

Pupils benefit from a consistent, inclusive culture that permeates across the 3 sites. Leaders identify pupils differing needs swiftly and accurately. This leads to teachers putting exactly the right support in place. As a result, pupils with special educational needs and/or disabilities access the full curriculum alongside their peers consistently well. Teachers check the impact of any extra support regularly and thoroughly. This ensures that any strategies used are having the desired effect.

Leaders have ensured that all staff are highly trained and knowledgeable. Support staff become experts in their specialist subjects. This includes speech and language and Lego therapy. Leaders use external advice effectively. This ensures that pupils get the help they need.

Many pupils join the school with varying levels of spoken and written English. Leaders have developed effective systems that welcome, assess and help new pupils. This ensures that teachers understand new pupils' starting points. Leaders tailor provision very well from the moment pupils start at the school.

Leaders make effective use of the additional funding they receive for disadvantaged pupils. This enriches these pupils' experiences and removes barriers successfully. Disadvantaged pupils achieve well because of this.

Leaders have created a successful personal development programme. This reflects the needs of the school community precisely. The extensive enrichment programme makes a significant contribution to pupils' character development and learning. Pupils talk positively about school trips and visitors that bring learning to life. For example, residential help pupils develop their teamwork skills and author visits inspire pupils to write.

Pupils have a deep understanding of right and wrong. Older pupils speak with maturity about the harm that homophobia and gender inequality can cause. Pupils treat one other with kindness and respect. They organise the annual cultural week to celebrate the cultures and traditions represented within their community. Leaders ensure that the curriculum and resources mirror the diversity in the school. Pupils enjoy learning more about their friends.

Pupils learn how to keep themselves safe in a range of situations. They understand water safety and know how to make a flotation device out of clothing in an emergency. Pupils have a secure understanding of how to stay safe online.

The school's nurture programme supports and responds well to pupils' emotional wellbeing and resilience. This builds pupils' confidence and helps them be fully included in school life. Leaders ensure that their personal development offer is accessible for all pupils. This includes pupils with special needs and/or disabilities and disadvantaged pupils.

Pupils value their leadership roles. For example, at lunchtimes, 'sports crew' travel in the school minibus to the key stage 1 sites. Pupils who are part of the 'sports crew' take their role in supporting younger pupils in play and encouraging them to be active at playtimes seriously.

Pupils learn about fundamental British values very well and confidently relate them to school life. For example, in early years, children learn about democracy by voting for their chosen story at home time. Pupils are exceedingly well prepared for life in modern Britain.

Expected standard

Achievement

Expected standard

By the end of key stage 2, most pupils achieve outcomes that match national averages in reading, writing and mathematics. Disadvantaged pupils attain in line with their peers nationally in reading and mathematics. Their attainment in writing at the expected level has been consistently above their peers nationally overtime. However, not enough pupils have achieved a greater depth in writing. Leaders have responded well to this. As a result, current pupils' writing is improving well. Increased number of pupils are writing more in-depth pieces.

Leaders focus on developing pupils' basic skills well. This includes phonics, writing and mathematics. Leaders put a high value on oracy, especially in the early years. The checks that teachers make and the precise identification of need ensures that children's spoken language develops very well.

Leaders ensure that, on the whole, pupils learn well from their starting points. This includes pupils with special educational needs and/or disabilities.

Attendance and behaviour

Expected standard 

On the whole, pupils attend school well. Leaders take effective action to improve pupils' attendance further. They work with families and external agencies well. This ensures that they put the right support in place to reduce absence. There has been much success in improving the attendance of disadvantaged pupils and pupils with special educational needs and/or disabilities. Their attendance is now in line with their peers nationally.

Across all 3 sites, pupils' behaviour is positive. Pupils listen to their teachers and each other's ideas well. They are polite. The school's 'pure principles' of positivity, urgency, resilience and equity help pupils understand how to behave. Pupils strive to show these principles in everyday school life. They try hard in their work and do not waste time. When pupils need extra help, staff use personalised and inclusive strategies. This supports these pupils to develop the skills they need to manage their own behaviour well. Pupils recognise that discrimination is wrong. They do not tolerate it in their school. Leaders respond to any incidents and concerns quickly. Incidents of bullying are rare. Pupil house captains play an active role in promoting positive behaviour, particularly helping pupils to understand the difference between unkind behaviour and bullying.

Curriculum and teaching

Expected standard 

Leaders have developed an ambitious curriculum that prioritises pupils' language development. Pupils read a range of high-quality texts that help pupils learn a richer vocabulary successfully. The curriculum is well sequenced so pupils build their new knowledge in a logical order.

Staff teach the school's phonics programme well. Teachers know exactly which pupils need extra support with early reading and writing skills. Teachers address these gaps well.

Leaders ensure that staff have the subject knowledge to teach the curriculum well. Teachers model new knowledge and skills skilfully. Older pupils use technology to support and enhance their learning successfully. However, there is some variability in how well the intended curriculum is implemented. Occasionally, teachers do not check pupils' understanding in lessons well enough. This means that, at times, gaps in pupils' knowledge go unnoticed in lessons and pupils make the same errors in their work.

Sometimes, teachers plan tasks that do not allow pupils to show what they know and can do, or fully reflect the ambition of the curriculum. Leaders have introduced a school wide approach to teaching, which is known as 'the Camberley way'. This is helping leaders address these inconsistencies well.

The curriculum and teaching are highly inclusive. Teachers make successful adaptations to teaching, resources and the environment. This ensures that pupils with special educational needs and/or disabilities learn well alongside their peers.

Leaders' ambition for 'excellence in everything' underpins a culture of continuous improvement and inclusion. This culture is seen across all of the school sites. Leaders have an accurate understanding of the school's context, strengths and priorities for development. They use this insight to make informed decisions that benefit all pupils. For example, successful improvements in pupils' writing and attendance demonstrate the impact of leaders' actions to raise standards. Leaders have established effective strategies to build further consistency to teaching across the 3 sites. They are addressing the few areas of variability well.

Leaders ensure that they offer staff a high-quality professional learning package. This addressing school improvement priorities successfully. Teachers who are new the profession receive well-planned support. Leaders consider staff career progression well. This strengthens the professional capacity across the school as well as building confidence and effective practice. Staff value the support and guidance they receive.

Leaders consider staff workload and wellbeing effectively. They take successful steps to create a positive working culture. Staff appreciate the opportunities they have to design learning activities alongside partner teachers, including those from other sites. They share ideas and expertise. Teachers feel valued and morale is high.

Those responsible for governance are united in their vision that all pupils will receive a quality education. They are knowledgeable about the school, providing appropriate support and challenge. Governors meet their statutory duties well.

Leaders work closely with parents and carers. On the whole, parents value the school and everything it offers their children.

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

Across all 3 sites, pupils enjoy coming to South Camberley Primary and Nursery School. Relationships are central to the school's work. Adults show a passion and commitment to helping every pupil succeed. The school's nurturing approach ensures that pupils feel valued, understood and supported. Pupils benefit from an inclusive environment where everyone belongs. Those who join the school midyear settle quickly and feel welcomed. Pupils know that they have a voice in the running of the school. Staff take pupils' worries and ideas seriously.

Pupils achieve well, especially in the early years. Younger pupils learn to read swiftly. Older pupils enjoy taking part in 'battle of the books'. This reading initiative has a positive impact on pupils' reading habits, vocabulary and enthusiasm for books. Disadvantaged pupils and pupils who have special educational needs and/or disabilities (SEND) receive excellent support. Staff have a deep understanding of pupils' needs and barriers. Pupils with SEND and those who are disadvantaged benefit from everything the school offers.

Behaviour is typically calm and purposeful. There is a well-established and consistent approach to behaviour management embedded across all 3 sites. Pupils have positive

attitudes to learning and attend school regularly. They take pride in winning the 'outstanding achievement award', the highest honour in the school, and having a page dedicated to them in the special book. Pupils play together at social times happily. Bullying is rare.

Pupils have many opportunities to develop their talents and interests. They enjoy the range of clubs on offer before, during and after school. The 'Monday mile' and 'football Friday' breakfast clubs have resulted in increased punctuality and helped pupils to be ready and eager to start the school day. Other clubs, such as creative arts and drumming, broaden pupils' experiences and enjoyment beyond the classroom.

Next steps

- Leaders should continue to improve the quality of teaching so that the curriculum is implemented consistently well, in line with leaders' ambition, so that pupils achieve highly across the wider curriculum.
 - Leaders should ensure that staff precisely and routinely check pupils' understanding in lessons, and use this information to pick up on, and address, any misconceptions in learning swiftly and accurately.
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About this inspection

This school is part of Engage, Enrich, Excel Academies trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, David Harris, and overseen by a board of trustees, chaired by Stephen Norton.

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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the executive headteacher, the senior leadership team, other school staff and pupils across all 3 sites. An inspector met with trustees, the governance professional and members of the local governing board.

The inspector(s) confirmed the following information about the school:

The school currently uses no alternative provision.

Executive Headteacher : Nicky Wright

Lead inspector:

Lea Hannam, His Majesty's Inspector

Team inspectors:

Andrew Foster, Ofsted Inspector

Matthew Newberry, Ofsted Inspector

Trudi Sammons, 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 14 July 2026

School and pupil context

Total pupils

639

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

840

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)

19.19%

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

4.07%

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

17.84%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Close to 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	66%	61%	Close to average
2024/25 (final)	69%	62%	Close to average
2023/24 (final)	74%	61%	Above
2022/23 (final)	56%	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	77%	74%	Close to average
2024/25 (final)	79%	75%	Close to average
2023/24 (final)	83%	74%	Above
2022/23 (final)	70%	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	85%	72%	Above
2024/25 (final)	87%	72%	Above
2023/24 (final)	86%	72%	Above
2022/23 (final)	84%	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	75%	73%	Close to average
2024/25 (final)	77%	74%	Close to average
2023/24 (final)	81%	73%	Close to average
2022/23 (final)	68%	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	44%	46%	Close to average
2024/25 (final)	50%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	61%	46%	Above
2022/23 (final)	27%	44%	Below

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	63%	62%	Close to average
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	78%	62%	Above
2022/23 (final)	50%	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	79%	59%	Above
2024/25 (final)	88%	59%	Above
2023/24 (final)	72%	58%	Above
2022/23 (final)	77%	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	60%	60%	Close to average
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	67%	59%	Close to average
2022/23 (final)	50%	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	44%	68%	-24 pp
2024/25 (final)	50%	69%	-19 pp
2023/24 (final)	61%	67%	-6 pp
2022/23 (final)	27%	66%	-39 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	63%	80%	-16 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	78%	80%	-2 pp
2022/23 (final)	50%	78%	-28 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	79%	78%	2 pp
2024/25 (final)	88%	78%	9 pp
2023/24 (final)	72%	78%	-5 pp
2022/23 (final)	77%	77%	0 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	60%	80%	-19 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	67%	79%	-13 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	50%	79%	-29 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)	5.3%	5.2%	Close to average
2023/24 (3 term)	5.7%	5.5%	Close to average
2022/23 (3 term)	5.6%	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)	13.1%	13.0%	Close to average
2023/24 (3 term)	15.1%	14.6%	Close to average
2022/23 (3 term)	14.3%	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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