

Barnsbury Primary School and Nursery

Address: Almond Avenue, Barnsbury, Woking, Surrey, GU22 0BB

Unique reference number (URN): 140540

Inspection report: 30 June 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.

Expected standard

Achievement

Expected standard 

Pupils typically achieve well. They generally acquire the knowledge and skills they need across a broad range of curriculum areas.

Most pupils learn the core skills they need in reading, writing and mathematics. They build the phonics knowledge they need to become increasingly successful readers. This shows in published outcomes for the phonics screening check. Well-trained staff effectively support pupils who require further help to gain the early reading skills they need.

Pupils with special educational needs and/or disabilities or those who are disadvantaged receive effective support. As a result, these pupils generally progress well from their starting points.

By the end of Year 6, pupils' achievement in national tests is broadly in line with national averages in reading, writing and mathematics. Leaders have secured improvement in pupils' achievement in reading. They have now rightly identified the need to further develop aspects of writing, including spelling and grammar. This work has already begun.

Pupils are well prepared for their next stage of education.

Attendance and behaviour

Expected standard 

Pupils' attendance is broadly in line with the national average. Leaders have high expectations of pupils' attendance. They have established robust systems to check attendance information. Leaders' meticulous monitoring enables them to identify pupils who may need additional help to overcome barriers to attendance. Leaders thoughtfully consider the support these pupils receive so that they attend school more often. This means that pupils who have previously missed too much school are now attending more frequently. Leaders are ambitious to secure further reductions in the proportion of pupils who miss too much school.

Pupils typically behave well and are role models for the school's values. Leaders have fostered a positive and respectful culture where pupils develop a sense of belonging. This is seen in the quality of relationships between pupils and staff. Leaders have established rules and routines that pupils understand and follow. As a result, the school is calm and most pupils show positive attitudes to learning. Staff know the needs of pupils well and ensure that those with additional barriers, such as special educational needs and/or disabilities, receive effective support.

Leaders have created an environment in which pupils feel safe and bullying is rare.

Curriculum and teaching

Expected standard 

Leaders ensure that pupils learn a broad range of subjects. They have developed a curriculum that is generally well planned. This means that pupils build knowledge securely

over time.

Leaders prioritise teaching of the core skills of reading, writing and mathematics. They ensure that well-trained staff teach phonics accurately from the moment children start in Reception.

Teachers typically deliver the curriculum well. Leaders make sure that staff have the subject knowledge they need to do this. Staff explain learning carefully to pupils and show them the steps they need to take.

Teachers mostly use suitable resources to help pupils develop their understanding of new learning. For example, in mathematics, pupils use physical resources, such as number lines and counters, to help them. Staff also make other helpful adaptations to learning tasks and adjustments to the environment.

Staff generally check pupils' understanding well. This means that they can identify pupils' ongoing needs and provide the support pupils need. However, sometimes, teachers' decisions about how they deliver the curriculum do not always lead to all pupils developing a detailed knowledge and understanding of what has been taught. This includes pupils who face additional barriers to learning, including those with special educational needs and/or disabilities.

Inclusion

Expected standard 

Leaders have created a culture where all pupils are valued and where staff understand their individual needs. They identify pupils requiring additional help early on. Teachers generally make sure that adaptations to teaching, the curriculum or the environment are in place for those pupils who require additional help. These adjustments help pupils with additional barriers to learning, including those with special educational needs and/or disabilities, to make suitable progress from their starting points.

Leaders' systems provide them with oversight of all pupils who have additional barriers to learning. Their effective work with external agencies and professionals, including social care, helps to make sure that pupils receive the support they need quickly. Leaders are proactive in seeking expertise from other professionals so that they can put the right support in place. For example, leaders work productively with the primary mental health service and speech and language professionals.

Pupil premium funding is carefully targeted towards reducing pupils' barriers to learning. Leaders take well-considered actions to help pupils feel a sense of belonging. Pastoral and wellbeing support is effective across the school.

Leadership and governance

Expected standard 

Leaders are ambitious about their school. They are passionate about serving the community they work in. They know pupils and families well and value pupils as individuals.

Leaders understand the school. They are reflective and know the school's strengths and areas to prioritise for further development. In some instances, leaders' actions are already

impacting positively. For example, pupils' attendance has improved in recent years. The trust supports leaders to take effective action.

Those responsible for governance understand and fulfil their roles effectively. They provide helpful support and constructive challenge to leaders. Governors assure themselves about the school's performance through considering a range of information, such as headteacher's reports and through visits to the school.

Staff enjoy working in the school. They value leaders' efforts to look after their wellbeing and appreciate leaders' actions to manage their workload. Leaders prioritise the professional learning of staff and ensure that training is well matched to the school's priorities.

Leaders engage positively with parents, the wider community and other professionals. Parents are very positive about the school and the efforts that staff go to in order to support their children.

Personal development and wellbeing

Expected standard 

Leaders ensure that pupils benefit from a well-rounded, carefully structured programme that supports their wider development and wellbeing.

The school's pastoral support lies at the heart of its approach to nurturing pupils' wellbeing. Leaders make sure that pupils who have additional vulnerabilities, including those with special educational needs and/or disabilities (SEND), receive the high-quality support they need.

The personal, social and health education curriculum meets statutory requirements. This ensures that pupils develop an age-appropriate understanding of topics covered. Leaders make sure pupils learn ways to keep themselves safe online and offline. For example, pupils learn that it may not be safe to share personal information online, are aware of fake email addresses, and learn about road safety.

Pupils develop an understanding of the fundamental British values. They know these are important when living in modern Britain. For example, pupils learn about democracy through the many pupil leadership roles available within the school. The school's religious education curriculum ensures that pupils learn about a range of religions and develop an appreciation of other faiths.

Leaders ensure there are opportunities to broaden pupils' experiences. Pupils benefit from opportunities to develop their talents through taking part in school productions and representing the school in sporting fixtures. They also enjoy participating in outdoor learning activities and attending trips and visits. Pupils benefit from a wide range of clubs that further enrich the curriculum offer. These include choir, sports, mindfulness and chess club. Leaders ensure that clubs are accessible to all pupils, including those with SEND.

Needs attention

Early years

Needs attention 

Not all children within the early years benefit from a well-taught curriculum. This is particularly the case in the Nursery, where teaching does not routinely build children's language or knowledge as well as it could. For example, the quality of interactions between adults and children varies too much. This affects how quickly Nursery children develop language and communication skills and how involved they are in learning. Leaders have accurately identified the improvements needed and have started to take action.

Relationships between staff and children are positive. Children are happy and well cared for. They enjoy coming to school and settle quickly into established routines. These routines help children to develop their independence over time. Staff develop meaningful partnerships with parents and carers. This helps staff understand children's needs. Staff identify children who may have other barriers to learning early. This ensures that children with special educational needs and/or disabilities receive the support they need.

By the end of Reception, children's achievement is broadly in line with the national average. This means that children are generally well prepared to start Year 1.

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

Pupils love coming to Barnsbury Primary School and Nursery. They relish being in a calm and supportive environment where they feel valued. Pupils are looked after by leaders and staff who care for them and who are ambitious for what they can achieve in life.

Most pupils attend school regularly. They understand the importance of attendance. Some pupils need additional help to attend school as often as they could. Pupils and their families appreciate the support that the school provides in these cases.

Pupils are guided to make the right choices by the school's values of respect, cooperation, responsibility, positivity, integrity and resilience. Pupils typically display these values through their positive conduct. They are polite and show respect towards one another. Pupils know there is someone there to help them if they do have any worries. Bullying is rare.

Pupils generally make progress from their starting points because teachers help them to. Typically, pupils who need extra help to access a broad curriculum receive the support they need, including those with special educational needs and/or disabilities. This means that most pupils achieve in line with national outcomes in reading, writing and mathematics and are generally well prepared for their next steps in education. However, sometimes, pupils do not develop sufficiently detailed knowledge about the subjects they learn, including children in the early years.

Pupils value the opportunities available to broaden their school experience. They appreciate the range of clubs on offer and the trips and visits they go on. Pupils are enthusiastic about the sporting competitions they can take part in and the success they have had in these.

They enjoy learning how to play musical instruments and like learning about the work of different artists. Pupils speak highly of the leadership roles available to them, including house captains and sports ambassadors.

Next steps

- Leaders should address inconsistencies in practice in the early years and ensure that staff have the knowledge and expertise to deliver the early years curriculum well.
 - Leaders should continue to work to reduce the number of pupils who are persistently absent by reviewing and refining existing strategies to support attendance.
 - Leaders should make sure that teachers consistently make highly effective choices about how to deliver the curriculum so that pupils, including those who are disadvantaged or who have special educational needs and/or disabilities, develop detailed knowledge and skills.
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About this inspection

This school is part of The Swan 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), Elaine Cooper, and overseen by a board of trustees, chaired by Ian Girdler.

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

This inspection took place on 30 June and 1 July 2026.

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 headteacher and other senior leaders, including the special educational needs coordinators, during the inspection. The lead inspector spoke with the CEO and representatives from the board of trustees and the local governing committee.

The inspectors confirmed the following information about the school:

The headteacher took up her role in September 2025.

The school currently uses no alternative provision.

Headteacher: Victoria Harbridge

Lead inspector:

Luke Graham, His Majesty's Inspector

Team inspectors:

Linda Appleby, Ofsted Inspector

Katherine Russell, Ofsted Inspector

Nic Browne, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 30 June 2026

School and pupil context

Total pupils

457

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

420

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)

12.86%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

4.16%

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

11.60%

Close to average

What does this mean?

The proportion of pupils with reported special educational needs support 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	57%	61%	Close to average
2024/25 (final)	61%	62%	Close to average
2023/24 (final)	52%	61%	Below
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	78%	74%	Close to average
2024/25 (final)	82%	75%	Above
2023/24 (final)	68%	74%	Below
2022/23 (final)	83%	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	63%	72%	Below
2024/25 (final)	66%	72%	Close to average
2023/24 (final)	60%	72%	Below
2022/23 (final)	63%	71%	Below

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	70%	73%	Close to average
2024/25 (final)	79%	74%	Close to average
2023/24 (final)	63%	73%	Below
2022/23 (final)	70%	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	24%	46%	Below
2024/25 (final)	30%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	22%	46%	Below
2022/23 (final)	22%	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	49%	62%	Below
2024/25 (final)	60%	63%	Close to average
2023/24 (final)	33%	62%	Below
2022/23 (final)	67%	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	30%	59%	Below
2024/25 (final)	40%	59%	Below
2023/24 (final)	28%	58%	Below
2022/23 (final)	22%	58%	Below

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	35%	60%	Below
2024/25 (final)	40%	61%	Below
2023/24 (final)	28%	59%	Below
2022/23 (final)	44%	59%	Below

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	24%	68%	-43 pp
2024/25 (final)	30%	69%	-39 pp
2023/24 (final)	22%	67%	-45 pp
2022/23 (final)	22%	66%	-44 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	49%	80%	-31 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	33%	80%	-46 pp
2022/23 (final)	67%	78%	-12 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	30%	78%	-48 pp
2024/25 (final)	40%	78%	-38 pp
2023/24 (final)	28%	78%	-50 pp
2022/23 (final)	22%	77%	-55 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	35%	80%	-45 pp
2024/25 (final)	40%	81%	-41 pp
2023/24 (final)	28%	79%	-52 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	44%	79%	-35 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)	4.6%	5.2%	Close to average
2023/24 (3 term)	5.3%	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 (3 term)	10.5%	13.0%	Close to average
2023/24 (3 term)	12.1%	14.6%	Close to average
2022/23 (3 term)	14.2%	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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