

# Inspection of a school judged good for overall effectiveness before September 2024: Send C of E Primary School

Send Barns Lane, Send, Woking, Surrey GU23 7BS

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Inspection dates:

19 and 20 November 2024

## **Outcome**

Send C of E Primary School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

Pupils enjoy coming to this inclusive school. They know they must be 'ready, respectful and safe'. Pupils benefit from the school's high ambitions and expectations. They enjoy learning new things and are eager to share their knowledge. Pupils now achieve much better than they did, as they now remember more of what they have been taught.

Pupils behave well. The school is a happy place to be. Pupils enjoy attending and are motivated to learn. They have warm, mutually respectful relationships with everyone in the school. Staff help pupils to recognise their emotions so that they can manage them successfully. Pupils show consideration towards each other. A sense of kindness and care permeates the school. This leads to social times being harmonious because pupils take care of each other and their environment.

Pupils benefit from a wide range of opportunities to take on responsibility and support each other. This helps them to develop empathy for others. For example, 'eco warriors' educate other pupils on the importance of sustainability. Pupils enjoy giving back to the school community. The school ensures that pupils who lack confidence with sports have a chance to take part in events. These include the local Panathlon, where they play games such as boccia and polybat.

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

The school is coming out of a period of transition. This was reflected in the low published outcomes in 2024. There have been several changes in key roles recently. Nevertheless, the school has taken decisive action to further improve the curriculum. There is a clear

ambition for pupils, including for pupils with special educational needs and/or disabilities (SEND). Across all subjects the school now identifies the most important knowledge pupils need to know and remember. The school sequences this knowledge in a logical order from early years to Year 6. The school quickly identifies pupils' individual needs. Adaptations in lessons for pupils with SEND are well linked to their individual needs across the curriculum. As a result, pupils with SEND now achieve much better than they did.

The school prioritises developing pupils' knowledge so that they can read, write and use key mathematical facts fluently. This begins in the early years, where pupils make a strong start. Well-trained staff help pupils to build their communication and language skills. Key vocabulary is introduced in all lessons. Pupils get many opportunities to practise using these words in different ways. This practice continues throughout the school. Extra daily support for pupils who need help enables them to become more fluent readers, writers and mathematicians.

Most staff display strong subject knowledge. This helps them to explain and model ideas well to pupils. In most lessons, teachers check pupils have understood what is being taught. They support pupils to address any mistakes or misunderstandings they may have. However, in some lessons, teachers do not routinely check pupils' understanding well enough. This means that some pupils' mistakes are not identified and addressed as quickly as they could be.

In a few subjects, the school has not established strong systems for checking if pupils have remembered previously taught knowledge. This means that staff do not always have the strategies to build pupils' understanding over time as well as they could.

Pupils focus well on their learning. Staff consistently apply the school routines and procedures, based around the school's three rules. The school works effectively with parents and external agencies. This helps pupils who need support to improve their behaviour. For example, pupils learn how to adapt their behaviour in different situations effectively. The school checks pupils' attendance rigorously. When attendance dips, it acts swiftly to address this. As a result, pupils' attendance has improved, particularly for disadvantaged pupils and those who speak English as an additional language.

The school carefully considers pupils' personal development. Pupils visit different places of worship, such as synagogues and mosques, so they can then compare them. These activities help pupils to understand difference and similarity. Pupils take pride in their leadership roles, such as organising and running their own craft and language clubs.

Leaders' decisive actions mean the school continues to rapidly improve standards in all areas of its work and embed necessary changes made. Staff are positive about the school and the journey of improvement. There is a strong culture of staff sharing and helping each other. Everyone works well together to make sure that changes impact positively on pupils. Staff value the actions taken to help them to manage their workload and well-being.

## Safeguarding

The arrangements for safeguarding are effective.

### What does the school need to do to improve?

#### (Information for the school and appropriate authority)

- In some subjects, teachers do not check well enough what pupils know and remember. This means that gaps in pupils' learning, and any misconceptions pupils may have, are not routinely identified and addressed as swiftly as they should. The school needs to ensure that teachers check what pupils know and remember across all subjects and use this to inform future learning.
- The school has not yet fully established systems of checking how successfully pupils remember key knowledge in a few subjects. Consequently, teachers do not always have the strategies to check pupils' understanding, so there are gaps in pupils' knowledge in these subjects. The school should ensure that there are effective systems in place for checking how well pupils are remembering the most important knowledge and teachers are confident using them.

## 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 to be 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.

### 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 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

<b>Unique reference number</b>	125218
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10341586
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	386
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Yvonne McLeod
<b>Headteacher</b>	Marianne McDonnell
<b>Website</b>	<a href="http://www.sendcofe.co.uk">www.sendcofe.co.uk</a>
<b>Dates of previous inspection</b>	18 and 19 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The school uses one unregistered alternative provision.
- The school has provision for three-year-olds.
- The school is a Church of England school in the Diocese of Guildford. The school's last section 48 inspection took place in May 2019.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school 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 his evaluation of the school.
- The inspector spoke to senior school staff, subject leaders, members of the school governing board, a representative of the local authority and a representative of the diocese.
- Inspectors visited a sample of lessons, spoke to pupils about their learning and looked at a sample of pupils' books.

- 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 observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses to the online survey, Ofsted Parent View. He also took into consideration the online staff and pupil surveys.

### **Inspection team**

Neil Pilsworth, lead inspector

His Majesty's Inspector

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