

Grand Avenue Primary and Nursery School

Address: Grand Avenue, Surbiton, Surrey, KT5 9HU

Unique reference number (URN): 102580

Inspection report: 17 March 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 create an inclusive culture in which all pupils are known, welcomed and supported. Leaders and staff share a clear commitment to removing any challenges that the most vulnerable pupils face. Pupils' needs are identified quickly through assessment information and staff getting to know them well as individuals. This includes pupils who are disadvantaged, those with special educational needs and/or disabilities and pupils who are known to social care or who speak English as an additional language.

Leaders are determined to improve outcomes for vulnerable and disadvantaged pupils at the end of Year 6. They have well-established systems in place to check how well pupils are progressing. The support that pupils' receive is regularly reviewed, and the provision is adapted so that pupils have the resources and help that they need to achieve personally and academically.

Pastoral support is very effective, ensuring that pupils feel safe and well supported. Leaders work closely with parents and carers and other agencies to shape and review the support that pupils receive and to plan next steps.

The school uses additional funding for disadvantaged pupils effectively. Leaders ensure that these pupils access the same wide opportunities as their peers and feel a sense of belonging at the school. For example, for pupils who need it, staff provide them with support to better understand and manage their emotions and to attend school more regularly.

Expected standard ●

Achievement

Expected standard ●

Pupils' attainment by the end of Year 6 in reading, writing and mathematics is consistently above national averages. Last year, there was a dip in the Year 4 multiplication check outcomes, which leaders have addressed with curriculum adaptations and some helpful additional support for pupils who need it. Disadvantaged pupils and those with special educational needs and/or disabilities achieve well from their starting points. On leaving Year 6, the attainment of disadvantaged pupils is close to the national averages.

Pupils in the Reception Year and in Year 1 confidently build the phonics knowledge that they need to become fluent readers by the end of key stage 1. Pupils' work across subjects is generally of a high standard. They can recall much of their learning across the curriculum. By the end of Year 6, pupils are well prepared for learning at secondary school.

Attendance and behaviour

Expected standard ●

Leaders are acutely aware of the importance of high attendance. They ensure it is a key priority. Pupils' attendance overall is broadly in line with the national average.

The school's nurturing ethos, supported by sensitive pastoral care, means that pupils feel safe and comfortable in school. Leaders track attendance closely and take action when attendance concerns arise. They use a wide range of strategies to address barriers that prevent pupils from attending regularly. These approaches are having a demonstrable impact, reflected in improvements in the attendance of some individuals and key groups, particularly those who are persistently absent.

Overall, pupils have positive behaviour and attitudes. Leaders have created a calm, orderly and respectful environment. Relationships between staff and pupils are characterised by kindness and courtesy. Pupils are polite, take turns and help each other with their learning. At break and lunchtimes, pupils enjoy playing outside. They typically socialise well and show respect towards others. The school's recent focus on developing the outside spaces has supported pupils to play harmoniously. Parents and carers report that behaviour is consistently positive and discrimination is rare. Pupils are confident that issues such as bullying are not tolerated and are addressed swiftly.

Curriculum and teaching

Expected standard 

Leaders have put in place an ambitious curriculum. Across subjects, it has been designed well, making clear the important knowledge and skills that pupils need to learn and in what order. Leaders understand which aspects of the curriculum are most effective and where improvement is needed. For example, they have recently revised the mathematics curriculum to strengthen pupils' fluency and reasoning skills.

Generally, the curriculum is taught well. Staff have secure subject knowledge. They carefully design provision for pupils with special educational needs and/or disabilities (SEND). This ensures that their needs are understood and addressed well in lessons. Typically, this enables pupils with SEND to learn successfully alongside their peers. Staff typically check pupils' understanding during lessons. However, there is some variability in how well teaching uses these checks to find and address misconceptions, and in turn deepen pupils' knowledge.

Leaders are successful in ensuring that the foundations for future learning are taught well. Reading is prioritised effectively. Pupils read regularly for pleasure and develop a love of books. They learn to read with great success, which enables them to access the wider curriculum confidently. However, sometimes, teachers provide limited opportunities for pupils to develop their vocabulary and practise using new words in context.

Early years

Expected standard 

Staff get to know children and understand the care and support that helps children's development. Staff work closely with parents and carers to ensure that they play an integral role in their children's education. This helps children to settle and succeed in their learning.

The early years curriculum is carefully designed so that children master the essential skills and knowledge that they need. Children learn to be independent, curious and confident in this nurturing environment. They take turns, listen to one another and share resources during activities.

Classrooms are welcoming places in which to learn. Children with special educational needs and/or disabilities are identified promptly and receive appropriate help. Activities are carefully adapted, which enables them to achieve well.

Overall, children are well supported to make progress and be ready for Year 1. Reading is prioritised. Children learn phonics through an effective approach to early reading and develop age-appropriate fluency in reading. Staff provide opportunities for children to practise early writing and number skills. Leaders also ensure that the curriculum and teaching include a key focus on language and communication. However, at times, staff do not make the most of their interactions with children to develop and extend their vocabulary. When this happens, some children do not develop their language as well as they could.

Leadership and governance

Expected standard 

Leaders and governors are ambitious for all pupils, including pupils with special educational needs and/or disabilities or those who face other barriers to learning. They have created a highly inclusive school where all pupils are known and cared for. Leaders know and understand the school community extremely well. Pupils' best interests are at the heart of all that they do.

Leaders pride themselves on their relationships with families, which are respectful and supportive. They offer a wide range of ways to communicate with parents and carers so that everyone is well informed. Parents, carers and staff value the school's caring and nurturing approach and appreciate feeling part of school life.

Leaders have a clear understanding of the school's strengths. They have prioritised key areas for improvement, including the attainment of disadvantaged pupils, attendance, developing vocabulary and embedding the newer aspects of the curriculum. Leaders ensure that staff benefit from professional learning and guidance which help to enhance their expertise, including in these areas of priority. The school also works with other schools and local partners effectively and for the benefit of the pupils. Leaders are open about their practice and generous in sharing their work and learning from others.

Staff are unanimous in their positivity about the school. They value the support provided for their wellbeing and workload. As a result, staff feel respected and are proud to be part of the school community.

Governors bring a wealth of expertise and contribute actively to shaping the school's culture and expectations. They fulfil all of their statutory duties.

Personal development and wellbeing

Expected standard 

Leaders ensure that the school's personal development programme is broad and coherently designed and offers well-considered enrichment activities. It provides effectively for all pupils, including those who are disadvantaged.

Pupils remember their learning from their lessons in personal, social, health and economic education. For example, they talk confidently about how to keep themselves safe online. Older pupils speak maturely about family structures, relationships and puberty. Pupils

develop an understanding of fundamental British values and different faiths and recognise that differences between people are protected by law. However, pupils do not currently have detailed knowledge of these aspects of the curriculum, and, therefore, some pupils do not fully understand their significance.

Pupils take part in activities that build character and responsibility. They enjoy developing their leadership skills, including by taking up roles such as school eco champions and as part of the school council. Pupils build self-confidence and stamina as they socialise and explore in the school's well-developed outdoor play environment. They also participate in a wide range of clubs and educational trips which help to bring their learning to life.

Pupils know the school's values well. They can give examples of when they have demonstrated these. For example, they are respectful of difference and value learning about neurodiversity and how this affects pupils in the school.

The school's excellent pastoral offer supports pupils well with their mental health and wellbeing. This ensures that pupils feel welcome, valued and included in school life. Leaders have thought carefully about the start of the school day. A range of activities, including morning clubs, homework club, computer club and calming activities, help pupils to start the day positively.

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

Pupils are happy, feel safe and receive high-quality care at this school. Positive relationships are at the heart of the school's work. This helps to ensure that pupils feel a strong sense of belonging to their school community. Pupils greet each other with a smile and welcome visitors to their school with warmth and enthusiasm. Parents and carers greatly appreciate the support and communication they receive, recognising the school's commitment to both inclusion and personal wellbeing.

Children in the early years settle quickly into the nurturing environment, where they feel happy and safe. Typically, they successfully build the foundational knowledge and skills in language, reading and mathematics that they need. Caring and well-trained staff help children to develop their ability to communicate their needs and ideas. This prepares them well to interact successfully with others and to be ready for their learning as they move through the school.

Pupils relish learning and benefit from the wide range of enrichment opportunities the school provides. Staff are ambitious for all pupils, and overall, pupils enjoy their learning and typically achieve well. They develop knowledge and skills across the curriculum and become confident readers. Pupils who face barriers to their learning, including pupils with special educational needs and/or disabilities, receive support that enables them to make progress through the curriculum. In many areas, pupils' achievement is above the national average. Disadvantaged pupils are also supported to learn the curriculum successfully. At the end of Year 6, their achievement is broadly close to their peers nationally. Overall, pupils are well prepared for their next steps.

Clear routines and high expectations help pupils to behave well. They increasingly become confident and independent. Pupils show kindness towards one another. Instances of bullying or unkind behaviour are rare and are swiftly dealt with. Across the school, most pupils are keen to come to school and attend regularly.

Pupils access a wide range of clubs, trips and other opportunities that strengthen their understanding of and their learning about the wider world. For example, the well-designed outdoor environment helps pupils to build social skills, resilience and confidence.

Next steps

- Leaders should continue their work to secure consistently high attendance for pupils, including those who are disadvantaged.
 - Leaders should ensure that, in the early years, teaching consistently and fully makes the most of opportunities to develop children's communication skills so that interactions with children consistently promote language development.
 - Leaders should continue to ensure that teachers check and probe pupils' understanding and adapt their teaching accordingly to address gaps in knowledge or move pupils on to develop a deep understanding of key knowledge across the curriculum.
 - Leaders should continue their work to secure consistently high attainment for all pupils, including those who are disadvantaged.
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About this inspection

The chair of the board of governors in this school is Jenny Gresson

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.

Inspection activities:

Inspectors spoke with the headteacher, the deputy headteacher and other senior leaders in the school. Inspectors also spoke with members of the governing body and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school currently makes use of one registered alternative provision.

Headteacher: Shona Pitcher

Lead inspector:

Sam Johnson, His Majesty's Inspector

Team inspectors:

Jamie Hallums, Ofsted Inspector

Miz Mann, Ofsted Inspector

Lascelles Haughton, His Majesty's Inspector

Phil Garnham, His Majesty's 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 17 March 2026

School and pupil context

Total pupils

658

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

682

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)

14.40%

Below 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

4.10%

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

12.61%

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

Well below 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)

Resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (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	72%	61%	Above
2024/25 (revised)	73%	62%	Above
2023/24 (final)	62%	61%	Close to average
2022/23 (final)	81%	60%	Above

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	88%	74%	Above
2024/25 (revised)	86%	75%	Above
2023/24 (final)	87%	74%	Above

Year	This school	National average	Compared with national average
2022/23 (final)	91%	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	78%	72%	Above
2024/25 (revised)	78%	72%	Close to average
2023/24 (final)	70%	72%	Close to average
2022/23 (final)	86%	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	82%	73%	Above
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	90%	73%	Above

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	40%	46%	Close to average
2024/25 (revised)	40%	47%	Close to average
2023/24 (final)	37%	46%	Close to average
2022/23 (final)	43%	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	66%	62%	Close to average
2024/25 (revised)	60%	63%	Close to average
2023/24 (final)	60%	62%	Close to average
2022/23 (final)	79%	60%	Above

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	51%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	53%	58%	Close to average

Year	This school	National average	Compared with national average
2022/23 (final)	50%	58%	Close to average

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	55%	60%	Close to average
2024/25 (revised)	40%	61%	Below
2023/24 (final)	50%	59%	Close to average
2022/23 (final)	71%	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	40%	68%	-28 pp
2024/25 (revised)	40%	69%	-29 pp
2023/24 (final)	37%	67%	-31 pp
2022/23 (final)	43%	66%	-23 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	66%	80%	-14 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	60%	80%	-20 pp
2022/23 (final)	79%	78%	0 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	51%	78%	-27 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	53%	78%	-25 pp
2022/23 (final)	50%	77%	-27 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	55%	80%	-25 pp
2024/25 (revised)	40%	81%	-41 pp
2023/24 (final)	50%	79%	-29 pp
2022/23 (final)	71%	79%	-8 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 (2 term)	4.4%	5.2%	Close to average
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	5.2%	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 (2 term)	10.7%	13.3%	Close to average
2023/24 (3 term)	9.5%	14.6%	Below
2022/23 (3 term)	10.5%	16.2%	Below

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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