

Purley CofE Primary School

Address: Purley Village, Purley-on-Thames, Reading, Berkshire, RG8 8AF

Unique reference number (URN): 109971

Inspection report: 21 April 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 ●

Personal development and wellbeing

Strong standard ●

Leaders have developed a cohesive, carefully planned approach to personal development and wellbeing that has a very positive impact on all pupils at the school. The programme prepares pupils thoroughly for life beyond the school. Pupils learn about managing risks and making healthy choices. They know the difference between right and wrong. Pupils demonstrate impressive maturity in their language and depth of understanding of topics such as harmful substances and healthy eating. They learn about the ways that people can be different and the importance of respecting these differences and treating people equally. Leaders ensure that pupils learn about important issues in accessible and age-appropriate ways, and pupils talk confidently about these.

Pupils are reflective about belief. They know the school values of love, courage and wisdom deeply. They also learn about a range of faiths and beliefs and how these should be respected. Staff nurture pupils' talents and interests through thoughtful opportunities which include artistic and sporting events: football, running club, rugby, and learning musical instruments. Educational trips, including residential visits, enhance pupils' development and build pupils' confidence effectively. Pupils learn about online risks. They understand the importance of keeping their personal information safe and the potential risks of online harms and social media. Pupils understand British values well, such as liberty and the rule of law and why these are important. Pupils feel safe. They know who they would turn to if they need help or if they were worried.

Pupils enjoy a range of experiences to broaden the curriculum, including educational visits. Older pupils enjoy their roles and responsibilities, such as helping the younger pupils at break times. Pupils enjoy the opportunity to participate in school plays and productions, such as the Nativity and, Shakespeare's 'The Tempest'. Responsibility and care for the environment is brought to life meaningfully. Weekly assemblies and celebrations support pupils' learning about challenging and complex issues through stories

Expected standard ●

Achievement

Expected standard ●

By the end of key stage 2, pupils' reading, mathematics and writing, including handwriting are well developed. Work in books shows that pupils develop age- and phase- appropriate knowledge and skills. This includes compositional skills, and legible and fluent handwriting. Pupils also develop secure language and communication skills. Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) generally make suitable progress from their starting points.

Published outcomes present an improving picture over time, although historically outcomes in some subjects were mixed in terms of how well pupils achieved by the end of key stage 2. Currently, pupils develop their foundational knowledge well and build on this throughout the curriculum. Pupils, including disadvantaged pupils and those with SEND, develop their

knowledge and understanding across the wider curriculum well. Pupils language and vocabulary skills build securely from the beginning of the early years through to Year 6. On the whole, pupils are ready for their next stage of education.

Attendance and behaviour

Expected standard 

Leaders have a clear understanding of, and a strategic approach to supporting attendance and behaviour in the school. Leaders work closely with parents to ensure they understand the importance of pupils' regular attendance. In partnership, leaders develop tailored approaches that help to secure positive and regular attendance. Leaders' collaborative approach helps to create a supportive, inclusive culture. Persistent absence is low at the school.

Pupils, including those with special educational needs and/or disabilities (SEND), settle quickly to their learning and behave well. Leaders establish appropriate routines and model the behaviour that is expected from pupils. They promote the school's 'ready, respectful and safe' guidance for pupils' behaviour. Pupils describe what this means with examples such as being ready to learn, and showing respect towards each other by taking turns in conversation and listening politely.

Pupils know the school's routines and enjoy break times with their peers very positively. Bullying is uncommon, and pupils are very confident that any issues would be dealt with quickly and effectively. Leaders ensure that staff apply the school's agreed rules and sanctions effectively. As a result, pupils understand the school's expectations for safe, appropriate behaviour online and offline. Pupils rise to staff's high expectations through their behaviour and very positive attitudes to learning.

Curriculum and teaching

Expected standard 

The curriculum is planned and sequenced so that pupils build their knowledge and skills logically, such as in the school's approach to phonics. Staff build pupils' phonics knowledge effectively. Leaders ensure that pupils who are at the early stages of learning to read are taught effectively, with additional support in place for pupils who are not secure in their key phonics knowledge. Early mathematics skills are taught well. Appropriate learning activities enable pupils to secure the foundations they need, such as pencil grip, phonics and key mathematical knowledge and skills. Wider curriculum subjects are ambitious and build pupils' understanding in connected ways, such as learning about the Galapagos Islands in geography as well as exploring the work of Charles Darwin in English, art and science.

Teachers have the expertise they need to implement the curriculum successfully. Staff present new information clearly. They generally check pupils' understanding well. Occasionally, however, there is more to do to ensure that all pupils understand their learning activities clearly. Where necessary, staff adapt provision to help disadvantaged pupils, and those with SEND to access their learning successfully. However, for a small proportion of pupils, adaptations to the curriculum are not consistently as precise as they could be.

Early years

Expected standard 

There is a clear, ambitious vision for children in the early years. Leaders aim to enable all children to succeed and be ready for their next stage of education. They have established a planned, sequenced curriculum which links each area of learning in thoughtful ways, such as role play, construction and physical development. The curriculum identifies the key knowledge that children will learn step by step. For example, in the writing area, children build their skills from mark making to writing lists and messages and writing in sentences. Staff use questioning and scaffolding to build on children's learning and develop children's knowledge appropriately. Wellbeing and care practices are embedded thoroughly, helping children to feel safe and happy.

Phonics, spelling and early mathematics teaching is logically sequenced, building on the strong start that children make in Nursery Year. Vocabulary building is a focus in the environment. Children concentrate and sustain their attention on the tasks set out for them. Children enjoy activities such as watering the plants and creating potions out of coloured liquids and flowers. Although children develop their vocabulary well, this could be further strengthened if learning opportunities were maximised and staff maintained a sharp focus on developing key vocabulary across activities.

Inclusion

Expected standard 

Leaders identify pupils' needs quickly. Regular discussions, progress meetings, observations and the use of diagnostic tools all contribute positively to staff understanding pupils with special educational needs and/or disabilities (SEND) and other pupils facing challenges. Where possible, the school uses expertise from the local authority and external specialists to support individual pupils' needs. Leaders have a strong desire for all pupils to know that they are valued and included.

Staff understand the range of barriers pupils face to their learning and wellbeing. Support for pupils in receipt of additional funding is carefully matched to their needs. The school has a well-considered strategy that secures both academic and pastoral support and targets this appropriately to pupils' needs.

Leaders monitor and review the effectiveness of their support for pupils with SEND routinely. Leaders, including governors, hold staff to account and have a clear, strategic overview for inclusion at the school. Adjustments are made to the curriculum and embedded within classroom routines. However, some adaptations for some pupils could be more precise in supporting their individual needs. Leaders are conscious of the need to systematically adjust these adaptations to ensure that, going forwards, they make a sustained difference to pupils' opportunities and experiences.

Leadership and governance

Expected standard 

Leaders understand the school's strengths and have devised improvement plans that help to build on these effectively. Leaders prioritise actions based on the pupils' best interests and maintain a clear focus on the needs of pupils, including those with special educational needs and/or disabilities (SEND). Thoughtful professional learning helps to develop staff

knowledge and expertise consistently and successfully. Leaders, including governors, monitor the impact of their actions closely. Leaders have developed a school culture which ensures that pupils experience a positive and enriching school life.

Governors understand their roles and responsibilities and are highly committed to the school. Their care, knowledge and expertise model the school's values expertly. Governors know the school's strengths and areas for development well. They challenge leaders and hold them to account appropriately. Staff feel very well supported with their workload and wellbeing. There is a coherent programme of professional development. Staff are supported well in both curriculum and subject knowledge development and through specific training such as support for pupils with SEND. Staff say that the leadership team are brilliant at helping to ensure that there are no unnecessary burdens, and they feel valued and appreciated in doing their jobs.

Staff and governors engage with parents and carers positively. There is genuine care and attention for every pupil and their family. Parents and carers appreciate the dedication of leaders and the staff team. One parent summarised the thoughts of others, commenting, 'This is an excellent school that serves the local community extremely well. It is small but mighty!'

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

Pupils know the school's values of love, courage and wisdom very well. They enjoy celebrating these together and embody them throughout the school day, particularly during break and lunchtimes. Pupils take turns, hold doors open for each other and adults, and create a warm and welcoming school environment together. Outdoor play is cherished. Pupils cooperate, model healthy teamwork and play with a sense of joy, including on the school's playground slide. Pupils behave well in lessons and when moving around the school. They understand staff expectations and the school's routines. Bullying is uncommon, both online and offline, and is dealt with swiftly if any incidents occur. Pupils attend school regularly and punctually. If any pupils find attendance challenging, they receive the support that they need. Attendance for most pupils is consistently in line with national averages.

From the beginning of early years, children enjoy their learning activities. The early years curriculum gives children the essential knowledge and skills they need to be ready for their next stage of education. Pupils contribute positively to their school and local environment. For example, pupils tend the school allotment or litter picking together. They feel a sense of belonging to the school and wider community, preparing them well for life in modern Britain.

Pupils feel safe and are very happy. Staff know pupils and their individual needs well. Pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils are supported effectively to remove barriers to their learning and/or wellbeing. Staff implement the curriculum effectively. However, at times, checks on pupils' understanding of the curriculum are not as effective as they could be, and a small proportion of pupils do not receive the precise adaptations to their learning activities that they need. As a result, a small proportion of pupils do not always build on their prior knowledge and skills as effectively as they could.

Next steps

- Leaders should ensure that staff check pupils' knowledge and understanding within and across lessons consistently well so that they address pupils' errors and misconceptions and help pupils to build on their prior knowledge even more effectively.
 - Leaders should ensure that adaptations to the curriculum for pupils with special educational needs and/or disabilities and disadvantaged pupils are designed precisely to enable pupils to build on what they know securely across the curriculum.
 - Leaders should ensure that staff maximise opportunities for children's learning through consistent, high-quality interactions across the curriculum, including in the early years.
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About this inspection

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 and other school leaders. Inspectors spoke with the co-chairs of governors and other members of the governing body. Inspectors also spoke to a representative of the local authority and the diocese.

The inspectors confirmed the following information about the school:

At the time of the inspection, there were 87 pupils on roll

The school runs an on-site nursery provision.

The school does not use any alternative provisions.

Headteacher: Amy Holland

Lead inspector:

Carl McCarthy, His Majesty's Inspector

Team inspector:

Rebecca Marshall, 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 21 April 2026

School and pupil context

Total pupils

85

Well below 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

105

Well below 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)

18.75%

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

4.71%

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

25.88%

Well above 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)

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	47%	61%	Below
2024/25 (revised)	62%	62%	Close to average
2023/24 (final)	60%	61%	Close to average
2022/23 (final)	20%	60%	Below

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	60%	74%	Below
2024/25 (revised)	77%	75%	Close to average
2023/24 (final)	67%	74%	Below
2022/23 (final)	40%	73%	Below

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	51%	72%	Below
2024/25 (revised)	62%	72%	Below
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	20%	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	58%	73%	Below
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	60%	73%	Below
2022/23 (final)	40%	73%	Below

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	17%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	33%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	17%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	33%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	17%	68%	-51 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	33%	80%	-46 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	17%	78%	-61 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	33%	80%	-46 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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)	5.2%	5.5%	Close to average
2022/23 (3 term)	5.5%	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)	11.8%	13.3%	Close to average
2023/24 (3 term)	17.2%	14.6%	Close to average
2022/23 (3 term)	12.5%	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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