

Thorpe Lea Primary School

Address: Huntingfield Way, Thorpe Lea, Egham, Surrey, TW20 8DY

Unique reference number (URN): 125072

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.

Expected standard

Achievement

Expected standard 

Achievement starts well in early years, where children flourish from Nursery onwards. They develop secure foundations in reading, writing, mathematics and communication. Pupils achieve well in phonics as a result of leaders' focused work to drive improvements. Reading continues to be successful by the end of Year 6, with achievements above national average. Outcomes in the Year 4 multiplication tables check have also improved. By the end of key stage 2, there has been mixed success with mathematics achievement, but pupils now understand and apply their mathematical skills adeptly in lessons. As a result of well-designed support in class, disadvantaged pupils and those with special educational needs and/or disabilities achieve well, making effective progress from their starting points.

Effective teaching means that pupils' work typically shows that they learn and remember key content.

Attendance and behaviour

Expected standard 

Leaders show sharp understanding of attendance issues, scrutinising attendance data frequently to constantly amend and improve their approaches. The school uses a range of well-designed strategies to help families overcome barriers to high attendance. Leaders work tirelessly to support pupils with a range of pastoral strategies. Leaders' commitment to this ensures that whole-school attendance is now close to national average, despite some severe absence due to complex medical needs. Leaders have achieved tangible success to improve attendance of the most vulnerable individual pupils. Reasonable adjustments include impressive engagement with the community and close support for parents and carers. This work particularly benefits pupils with special educational needs and/or disabilities and those who are disadvantaged. While persistent absence for these groups remains higher than for all pupils across the school, the gaps are closing.

Behaviour across school is calm and sensible. Pupils follow routines and relationships are positive. Children in early years learn to cooperate and manage their feelings. Pupils are friendly, confident and polite, holding doors open for adults and welcoming visitors warmly. Leaders take allegations of bullying and prejudicial or derogatory language seriously. They address concerns robustly to ensure that incidents are not repeated. As a result, pupils treat each other respectfully and feel safe and happy.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. They use this knowledge to prioritise improvements, including strengthening curriculum design, reading and writing. Leaders have constructed an ambitious, broad and balanced curriculum that identifies clear end points and provides pupils with the knowledge they need for their next steps. Across subjects and phases, leaders have sequenced learning carefully so that knowledge builds over time. As a result, pupils generally learn the intended content well.

Leaders support teachers to develop the subject knowledge through a structured programme of professional development. This has improved teaching, particularly in designing tasks and checking pupils' understanding. Leaders prioritise early reading. Staff deliver phonics well from early years. Staff identify pupils who fall behind quickly and provide support to help them catch up.

Leaders and staff know pupils' needs well, including those with special educational needs and/or disabilities and other vulnerabilities. Teachers adapt teaching appropriately in many cases. However, these adaptations and targeted interventions are not yet consistently secure and embedded across lessons. Teaching does not always address misconceptions or close gaps, particularly with the accuracy of writing.

Early years

Expected standard 

Staff communicate thoughtfully with children in both Nursery and Reception. They model language clearly and use questioning to extend children's vocabulary. For example, during activities linked to The Three Billy Goats Gruff, adults introduce and reinforce key phrases, enabling children to use new vocabulary confidently in their play and discussions.

Leaders have designed a curriculum that supports children's progress across the early years foundation stage, with a clear emphasis on communication and language. Staff plan purposeful activities that build children's speaking and listening skills alongside early writing and number knowledge.

Leaders prioritise reading. Staff teach phonics consistently well from the start of Reception. Children practise putting sounds together to form words and breaking words down into sounds regularly. As a result, children develop secure early reading skills successfully and begin to apply these in their writing. Leaders maintain a sharp focus on identifying children's learning needs, swiftly assessing where extra support may be needed.

Children develop the knowledge and skills they need for the next stage of learning. Staff prepare children well for moving into Year 1 by establishing clear routines and expectations. Staff work in partnership with parents and carers. They share information about children's learning and provide guidance to support reading and language development at home.

Inclusion

Expected standard 

Leaders identify and assess pupils' individual needs effectively, including those who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those known, or previously known, to children's social care. They use clear systems, such as the 'teacher concern' process and regular assessments, to identify emerging needs.

Leaders work strategically to reduce barriers to learning and wellbeing. They promote inclusive practice and implement reasonable adjustments and adaptations so that all pupils can access the curriculum. A clear tracking system enables leaders to monitor attendance, barriers and provision. Leaders review pupils' progress regularly and evaluate the impact of interventions. Leaders ensure that pupils receive appropriate support, although this is not consistently secure in all classrooms.

Leaders provide relevant training for staff on the graduated approach of assess, plan, do and review. This has strengthened staff confidence, although expertise remains uneven. Leaders work closely with families, external professionals and agencies to shape support and raise aspirations for pupils. Leaders use pupil premium funding appropriately. They have a clear strategy to improve attainment, attendance and pupils' social and emotional development. They review this regularly and adapt provision where needed.

Leadership and governance

Expected standard 

Leaders evaluate carefully the school's strengths and priorities for improvement. They identify clear and well-considered actions to help the school improve further. This has been particularly effective in key stage 2, where they adapt teaching to prepare pupils effectively for their next steps. Leaders and governors place pupils at the centre of their decision-making and act in the best interests of all pupils, including those who are disadvantaged, those with special educational needs and/or disabilities, and those who face barriers to learning and/or wellbeing.

Leaders provide well-designed professional development that is rooted in evidence about what works well. This supports all staff, including early career teachers and trainees, to build expertise over time. Morale is high and staff value the opportunities they receive to develop their practice. Leaders take effective action to manage staff wellbeing and workload, ensuring that expectations remain manageable and that staff feel supported.

Those responsible for governance know the school well and fulfil their statutory duties robustly. Governors hold leaders to account well. They scrutinise performance information and leaders' evaluations, and provide an appropriate balance of challenge and support.

Governors oversee the use of resources carefully, including funding for disadvantaged pupils and those with special educational needs and/or disabilities, ensuring that decisions lead to positive impact.

Leaders and governors work collaboratively and engage positively with the school community. As a result, relationships with parents and carers are supportive, and there is a shared commitment to ongoing improvement.

Personal development and wellbeing

Expected standard 

Leaders implement a coherent and well-sequenced personal development and wellbeing programme, including a suitable educational programme for personal, social and emotional development in the early years. This supports pupils to develop confidence, manage their feelings and build positive relationships from an early stage. The curriculum for relationships education is age appropriate and enables pupils to understand how to keep themselves safe, including online. Pupils explain strategies such as blocking unknown contacts and maintaining privacy settings, demonstrating secure knowledge of online and offline risks.

The programme supports pupils' spiritual, moral, social and cultural development effectively through activities such as visits to religious sites. Pupils reflect on their beliefs and experiences, show respect for others' values and develop a clear understanding of right and wrong. They engage thoughtfully with ethical issues, including fairness and equality. The

school develops pupils' social skills well by promoting cooperation, resolving conflict constructively and encouraging active participation in school life, including through the 'Mini Parliament'. Pupils demonstrate a secure understanding of fundamental British values and apply these in their interactions.

Leaders provide a broad range of experiences that enhance pupils' appreciation of cultural diversity, heritage and democratic systems. Pupils engage in creative and cultural opportunities, including clubs such as choir and dance, and events such as 'Thorpe Lea's Got Talent' and 'Thorpe Fest'. These opportunities support pupils to develop their talents and interests. This work also enhances the sense of belonging across the caring school community.

Leaders track participation in enrichment activities carefully, including for disadvantaged and vulnerable pupils, and make changes to ensure everyone is included. The programme supports pupils' physical and mental health effectively. Pastoral support is impressive and effective. Staff know pupils well and provide timely support to help pupils with their emotional wellbeing and mental health. As a result, pupils feel safe, valued and well supported, and they demonstrate positive attitudes and high aspirations for their future.

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

Pupils offer a friendly welcome to their inclusive and caring school. Staff and pupils interact with warmth and model high expectations and mutual respect. Pupils take pride in living the school values of creativity, collaboration, courage and respect. The pupil 'Mini Parliament' plays an active role in shaping how the school community lives these values. Pupils regularly share ideas to promote positive behaviour and lead initiatives that encourage others to uphold them. 'Well-being Champions' support their peers by modelling kindness, empathy and resilience. Leaders, staff and governors ensure an aspirational and supportive environment where every pupil feels valued and heard.

Pupils feel safe and trust adults to help them with any worries. They behave calmly and sensibly from early years to Year 6. At playtimes, pupils play actively and enjoy a range of opportunities. In lessons, teachers set clear expectations and pupils learn without disruption. Pupils enjoy learning and they achieve well. Leaders design support for pupils with special educational needs and/or disabilities effectively. This helps pupils to overcome barriers to learning and wellbeing. Leaders prioritise improving attendance and work tirelessly to ensure that pupils attend regularly. As a result, absence is reducing and attendance is broadly in line with national figures.

Leaders provide enriching experiences that enhance school life. For example, pupils learn to ride a bike safely on the road and visit church to deepen their understanding of Easter. Staff provide thoughtful pastoral care and help pupils to manage their emotions effectively. Leaders provide a range of opportunities for pupils to develop their talents, including events such as 'Thorpe Lea's Got Talent' and 'Thorpe Fest'. Pupils develop an age-appropriate understanding of British values and protected characteristics. Pupils understand the importance of treating everyone with equity, regardless of disability or religion.

Next steps

- Leaders should ensure that the teaching of writing enables pupils to produce high-quality writing across the curriculum.
 - Leaders should ensure that teaching identifies pupils' misconceptions and provides feedback to close gaps in pupils' knowledge effectively.
 - Leaders should continue their efforts to reduce persistent absence of pupils who are disadvantaged or have special educational needs and/or disabilities to ensure they attend frequently.
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About this inspection

The chair of the board of governors in this school is Caroline Wright.

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.

Inspectors spoke with the headteacher, senior leaders, teachers, support staff, pupils, governors, an adviser from the local authority, parents and carers during the inspection.

The school makes use of one unregistered alternative provision.

The headteacher has taken up post since the previous inspection.

Headteacher: Adam Collin

Lead inspector:

Scott Reece, His Majesty's Inspector

Team inspectors:

Grace MacLean, Ofsted Inspector

Sara Tilbey, 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 17 March 2026

School and pupil context

Total pupils

245

Close to 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

210

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)

33.33%

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

3.67%

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

12.65%

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

Above 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	46%	61%	Below
2024/25 (revised)	53%	62%	Below
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	29%	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	66%	74%	Below
2024/25 (revised)	77%	75%	Close to average
2023/24 (final)	77%	74%	Close to average
2022/23 (final)	42%	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	63%	72%	Below
2024/25 (revised)	70%	72%	Close to average
2023/24 (final)	65%	72%	Close to average
2022/23 (final)	50%	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	63%	73%	Below
2024/25 (revised)	63%	74%	Below
2023/24 (final)	81%	73%	Above
2022/23 (final)	42%	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	31%	46%	Below
2024/25 (revised)	30%	47%	Below
2023/24 (final)	40%	46%	Close to average
2022/23 (final)	17%	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	62%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (revised)	80%	63%	Above
2023/24 (final)	60%	62%	Close to average
2022/23 (final)	33%	60%	Below

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	54%	59%	Close to average
2024/25 (revised)	60%	59%	Close to average
2023/24 (final)	60%	58%	Close to average
2022/23 (final)	33%	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	42%	60%	Below
2024/25 (revised)	30%	61%	Below
2023/24 (final)	70%	59%	Close to average
2022/23 (final)	17%	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	31%	68%	-37 pp
2024/25 (revised)	30%	69%	-39 pp
2023/24 (final)	40%	67%	-27 pp
2022/23 (final)	17%	66%	-50 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	62%	80%	-18 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	60%	80%	-20 pp
2022/23 (final)	33%	78%	-45 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	54%	78%	-24 pp
2024/25 (revised)	60%	78%	-18 pp
2023/24 (final)	60%	78%	-18 pp
2022/23 (final)	33%	77%	-44 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	42%	80%	-37 pp
2024/25 (revised)	30%	81%	-51 pp
2023/24 (final)	70%	79%	-9 pp
2022/23 (final)	17%	79%	-63 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)	5.9%	5.2%	Close to average
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	6.6%	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 (2 term)	14.3%	13.3%	Close to average
2023/24 (3 term)	21.1%	14.6%	Above
2022/23 (3 term)	19.1%	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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