

# Inspection of Surrey Hills All Saints Primary School

School Lane, Westcott, Dorking RH4 3QF

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Inspection dates:	1 and 2 July 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

The executive headteacher of this school is Jacky Fyson. This school is part of The Good Shepherd 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), Paul Kennedy, and overseen by a board of trustees, chaired by Yvonne McLeod.

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

Each pupil feels they are known as an individual and are cared for by staff. This helps pupils to feel safe and confident. Pupils typically behave well. They know that if issues arise, staff will listen and respond swiftly. Pupils, staff, parents and carers share a close positive bond. As one parent commented, 'This is a special school, children are safe and supported, they know what is expected of them and how to thrive'. This typifies the sense of community and care around the school.

Disadvantaged pupils, in particular pupils with special educational needs and/or disabilities (SEND), are welcomed. Parents appreciate the high level of nurture and care that their child receives. Pupils benefit from interesting opportunities to enrich their learning and development through a wide range of clubs and trips. The school is committed to making sure these opportunities are welcoming and accessible for pupils. As a result, the uptake from disadvantaged pupils is very high.

Pupils expect to achieve well. They have confidence in their abilities and enjoy their learning. The school's expectations are well defined. Staff encourage pupils to meet these high standards. Consequently, pupils are successful in their learning.

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

The school has established a broad and ambitious curriculum. This contains well-defined knowledge and skills that build gradually over time. The school has carefully considered how disadvantaged pupils will be supported throughout the curriculum. There is a clear plan for how to support pupils with SEND. The school uses an effective approach to identify these pupils and their needs.

The school has prioritised equipping staff with the subject knowledge to teach across all subjects. Staff welcome the school's support to strengthen their teaching. They have received help from the trust in building subject knowledge and teaching ability. This helps most staff to explain new concepts effectively, provide clear models and check pupils' understanding accurately. The activities that staff choose closely match the planned curriculum. However, these are not consistently adapted well enough for pupils with SEND across the curriculum. As a result, these pupils do not make as much progress through the curriculum as their peers.

Most pupils are fluent and accurate readers. The school treats reading as one of its highest priorities. There are clear and effective systems for reading. Staff ensure that pupils learn sounds in a specific order to build knowledge over time. Most pupils can apply these sounds in the books that they read. The school has a stringent system for checking what sounds pupils know and provides support for them to close any gaps in their knowledge. Pupils love reading, and the school has a wide range of books and stories for them to enjoy. Children in the Reception class revel in the telling of traditional tales and independently recite known rhymes. As a result, pupils achieve well in reading.

Pupils learn how to treat their peers and adults with respect. As a result, they display impeccable manners, respect and tolerance towards each other. Children in the Reception class quickly learn the important behaviours they need to socialise and learn. They learn how to cooperate and take turns. They play and speak with their friends with consideration for each other's space and feelings. The school makes effective adjustments to the routines in class and breaktimes to be inclusive of all pupils. The school's work on attendance is largely effective. They have focused on working with families and offering crucial support. For some pupils, this has been effective. However, too many pupils who are disadvantaged are not attending school regularly enough.

Pupils are well-informed, modern British citizens with a powerful sense of purpose. Pupils are expert in their understanding of diversity and inclusion. The school gives many opportunities for pupils to learn about diverse cultures, perspectives and lifestyles. Pupils understand how to keep themselves physically and mentally healthy. The school pays particular attention to teaching pupils how to understand and be safe in the local area. For example, there is a clear focus on life skills, including safety in woodland and around the school's rural setting. Pupils also have a detailed understanding of road safety, which is a vital skill given the busy road running through the village.

Leaders at all levels are effective. The local governing committee members are well informed. They have the required skills to ensure that they meet their statutory duties, and they champion the school's improvement. The trust has been active and effective in both supporting and challenging the school's leadership. This has successfully driven improvement across the school.

## **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 instances, the school has not ensured that staff have the expertise to adapt and improve learning activities to consistently meet pupils' needs. This means that some pupils, particularly pupils with SEND, do not learn as well as they could. The school should ensure that staff have the knowledge and skills to deliver and adapt the intended curriculum consistently and accurately in order to meet pupils' needs so that they can learn and remember more over time.
- The school has not ensured that pupils who are disadvantaged attend school often enough. This means that they miss key learning and do not achieve as well as they could. The school should strengthen its work to promote good attendance so that all pupils are fully prepared for their next stages of education.

## 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 special educational needs and/or disabilities (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>	146438
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10379930
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	123
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Yvonne McLeod
<b>CEO of the trust</b>	Paul Kennedy
<b>Executive headteacher</b>	Jacky Fyson
<b>Website</b>	<a href="http://www.surreyhillsprimaryschool.org.uk">www.surreyhillsprimaryschool.org.uk</a>
<b>Dates of previous inspection</b>	21 and 22 March 2023, under section 5 of the Education Act 2005

## Information about this school

- The executive headteacher has changed since the previous inspection.
- The executive headteacher is also the executive headteacher of another school in the same trust.
- The school does not currently use any alternative provision.
- The school is part of the Church of England Diocese of Guildford.
- The school's last section 48 inspection, for schools of a religious character, was in February 2025.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the executive headteacher, other leaders, teachers and pupils. The lead inspector met with trustees and trust representatives, including the CEO.
- Inspectors carried out deep dives in these subjects: early reading, history, art and design and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also reviewed pupils' work from a range of other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspection team observed behaviour in lessons and at breaktimes and lunchtimes. They spoke formally with groups of pupils, as well as talking to pupils in lessons and around the school.
- Inspectors spoke with parents at the start of the school day. They considered the views expressed in Ofsted's online survey for parents, Ofsted Parent View, including any free-text comments.
- Inspectors spoke with groups of staff and considered the responses to Ofsted's staff survey.

## **Inspection team**

Toby Martlew, lead inspector

His Majesty's Inspector

Claire Martin-O'Donoghue

Ofsted Inspector

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