

# Inspection of a school judged good for overall effectiveness before September 2024: Hamsey Green Primary

Tithepit Shaw Lane, Warlingham, Surrey CR6 9AN

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Inspection dates:

10 and 11 June 2025

## **Outcome**

Hamsey Green Primary has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Nicola Mace. This school is part of The Tandridge Learning 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), Rebecca Plaskitt, and overseen by a board of trustees, chaired by Linda Harvey and James Pomfrett.

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

Pupils feel happy, safe and well cared for in this warm and welcoming school. The school's values are more than just words, they shape daily life and are clearly reflected in how pupils and staff treat each other.

Pupils rise to the high expectations that staff have for behaviour in lessons and around the school. Unkind behaviour is rare. When it does happen, pupils know that staff will help them sort it out and that it will stop. This creates a school environment where all pupils feel included and able to succeed, especially those with special educational needs and/or disabilities (SEND). Pupils work hard and achieve well in many areas of the curriculum.

Pupils are encouraged to become responsible and respectful members of the school community. They take on leadership roles such as prefects, head pupils and school council members. Through creative projects such as 'enterprise week' and enrichment activities such as the 'big camp out', pupils grow in confidence, build resilience and show respect for others. They are well prepared for their next stage of learning and for life beyond the school.

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

With a clear ambition for pupils to achieve well, the school has developed an inclusive, wide-ranging and balanced curriculum. All pupils take part in learning and enjoy success.

Staff identify the needs of pupils with SEND promptly. They adjust teaching and other learning activities so that pupils with SEND can fully access the same curriculum as their peers.

In the early years, children, including two-year-olds, enjoy stories and rhymes. They like to 'write' their own versions of these. Staff use these moments to grow children's vocabulary and develop a love of language. A new phonics programme has been introduced. Staff have been supported well to deliver it effectively. From the Reception Year, children learn to match letters to the sounds they make. They read books that match their stage of reading. If a pupil falls behind, they get extra help quickly. This means most pupils become confident readers.

In subjects where staff have received training and support from the trust and other experts, such as mathematics and phonics, they deliver lessons with confidence. Teachers regularly go over learning, which helps pupils remember important knowledge. In these subjects, teachers explain new ideas well and check that pupils understand before moving on. This helps pupils to build their knowledge across the curriculum.

In mathematics, pupils build their knowledge steadily. In the early years, children count, group objects and talk about 'equal sets'. They use mathematical vocabulary well and show growing confidence. As pupils move through the school, they are supported to become increasingly fluent with number, which helps them to solve more complex problems. Teachers use skilful questioning and allow time for practice. This improves pupils' understanding of what they have learned.

Most pupils enjoy their learning and speak enthusiastically about topics and memorable events, such as themed days or visitors. However, in some subjects where the curriculum is still developing, some pupils recall the activity rather than the learning. In these cases, learning activities do not consistently align with curriculum expectations, making it harder for pupils to retain and build on key knowledge. Older pupils, in particular, sometimes struggle to make connections in subjects with a newly introduced curriculum, as gaps in their prior learning have not been identified or addressed securely.

The school helps pupils to grow as people. From the Reception Year onwards, pupils learn about democracy through activities such as voting for their favourite story. This learning then extends to applying and voting for pupil leadership roles. These experiences help them understand fairness, choice and responsibility. Lessons and assemblies teach pupils about different cultures, beliefs and families. Visits from fire officers and road safety workshops help them understand how to stay safe. Pupils talk confidently about healthy friendships and personal space. These lessons help to prepare pupils for life in modern Britain.

The trust and governing body support the school well. They help the school to focus on what matters most and ensure that pupils are at the heart of every decision. Staff feel valued and supported. The school also makes sure teachers have the time and tools they need to teach effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some planned activities are not precisely linked to the intended curriculum goals. This limits opportunities for pupils to deepen their understanding and apply key knowledge in meaningful contexts. The school should ensure that teaching activities are clearly aligned with curriculum aims and support progression in core knowledge and skills.
- The curriculum in some foundation subjects is still being embedded. As a result, some older pupils struggle to recall and connect their prior learning. The school should ensure that teachers are able to swiftly identify and remedy these gaps in pupils' knowledge. This is so that pupils can build and further strengthen their knowledge in these subjects in readiness for their next stage of education.

## **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.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness February 2020.

## 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>	144230
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10379914
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	409
<b>Appropriate authority</b>	Board of trustees
<b>Chairs of trust</b>	Linda Harvey and James Pomfrett
<b>CEO of the trust</b>	Rebecca Plaskitt
<b>Headteacher</b>	Nicola Mace
<b>Website</b>	<a href="http://www.hamseytlt.co.uk">www.hamseytlt.co.uk</a>
<b>Dates of previous inspection</b>	5 and 6 February 2020, under section 5 of the Education Act 2005

## Information about this school

- The school is part of The Tandridge Learning Trust.
- The local governing body operates a breakfast club and after-school provision.
- The school has educational provision for two-year-old children.
- The school does not currently use any alternative provision.

## 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 their evaluation of the school.

- The inspector met with the headteacher, CEO, other leaders and staff. The inspector also met the co-chairs of the local governing committee, a co-chair of trustees and two other governors.
- The inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work. The inspector also considered the views of pupils shared through Ofsted's online pupil survey.
- 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' interest first.
- The inspector considered the views of parents and carers through their responses to the online survey, Ofsted Parent View.
- The inspector spoke with staff about their workload and well-being. The inspector also considered the views of staff shared through Ofsted's online staff survey.

### **Inspection team**

Clare Haines, lead inspector

Ofsted Inspector

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