

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Bramley CofE Infant School and Nursery

Birtley Road, Bramley, Guildford, Surrey GU5 0HX

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Inspection date:

24 June 2025

## Outcome

Bramley CofE Infant School and Nursery has taken effective action to maintain the standards identified at the previous inspection.

The head of school is Naomi Strickland. 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. There is also an executive headteacher, Anna De Filippis, who is responsible for this school and one other.

## What is it like to attend this school?

Pupils enjoy coming to this welcoming and inclusive school, where they feel safe, respected and ready to learn. Relationships between staff and pupils are warm and supportive, creating a calm and purposeful atmosphere. From the early years onwards, routines are well established, and children learn quickly how to share, take turns and work together.

The school sets high expectations for all pupils. These expectations are clearly communicated and consistently reinforced. Pupils respond positively, showing focus and determination in lessons. They take pride in their work and strive to do their best, particularly in reading and mathematics, where most achieve well. These high expectations are reflected in pupils' attitudes, behaviour and learning outcomes.

Pupils are taught to be kind, respectful and responsible. They take on leadership roles and contribute to school life and the wider community through events, such as singing at various venues and charity fundraising. Through assemblies and lessons, pupils are developing the values, confidence and personal qualities needed to thrive in modern Britain. The school's motto, 'Seek Within, Wonder Why, Reach Out, Aim High', helps pupils to develop resilience and a love of learning.

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

The school has a clear ambition for all pupils to achieve well. The well-structured curriculum helps pupils build knowledge over time. From the early years, including provision for two-year-olds and three-year-olds, children benefit from a language-rich environment that supports their learning and personal development. Staff use high-quality texts and storytelling activities to develop vocabulary, understanding and early writing. Staff observe how children learn and use this to plan activities that build on what they already know. This helps children to make a strong start to school.

Phonics is taught by trained staff. From the start of the Reception Year, children learn how letters and sounds work together and begin to read simple words. Most pupils are given books that match their reading stage, which helps them to practise and grow in confidence. By the end of key stage 1, many become fluent readers. Extra support helps those who fall behind, and most catch up well. However, a small number of pupils still find reading difficult. Further staff training is planned to address this.

Reading is prioritised across the curriculum. Pupils read widely and often, which helps them build vocabulary and understand new ideas in other subjects. In mathematics, teachers explain concepts clearly and sequence learning well. In the early years, children explore ideas like length and number through practical activities. Staff give clear examples and ask questions to help children use the right words and think carefully about their answers.

Across subjects, teachers use their strong subject knowledge to sequence learning logically and ensure pupils understand key ideas. They check pupils' understanding during lessons and adapt teaching when needed. Pupils revisit important knowledge regularly, which helps them remember more and make links with new learning.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Their needs are identified early. Staff adapt lessons so that all pupils can take part and make progress. In the early years, visual tools and routines help children stay focused and manage their emotions. Across the school, staff work closely with families and professionals to provide the right support.

Pupils understand the rules and routines. This helps them stay focused and ready to learn. Consistent expectations have been strengthened through a new behaviour policy developed by staff and pupils. Pupils who need extra help benefit from targeted support and tailored interventions to meet their individual needs. The school is a safe and positive place. Bullying and harassment are not tolerated.

Pupils learn how to stay safe, healthy and respectful through lessons and assemblies. They explore feelings, friendships and how to make good choices, including staying safe online and in the community. Through stories and discussions, they develop respect for different cultures, beliefs and family structures. As a result, pupils are well prepared for life beyond this school.

The school works closely with families to support pupils' learning and well-being. Strong relationships with parents help promote positive attitudes and good attendance. The school follows up on absences quickly and works with families and other agencies when needed.

The trust and local governance committee support the school well. They ensure it remains focused on what matters most. Staff feel valued, and steps have been taken to manage their workload. Staff training is purposeful and aligned with priorities. This contributes to a positive and stable learning environment for pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The targeted approach to support early readers does not help a small number of pupils to successfully keep up. This affects their ability to develop reading fluency. The school should strengthen its targeted work with those pupils who require this additional support.

## **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 outstanding 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 predecessor school, Bramley CofE Aided Infant School and Nursery the school to be outstanding for overall effectiveness in March 2019.

## 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>	149994
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10379950
<b>Type of school</b>	Infant
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	2 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Yvonne McLeod
<b>CEO of the trust</b>	Paul Kennedy
<b>Head of school</b>	Naomi Strickland
<b>Website</b>	<a href="http://www.bramley.surrey.sch.uk">www.bramley.surrey.sch.uk</a>
<b>Dates of previous inspection</b>	5 and 6 November 2019, under section 5 of the Education Act 2005

## Information about this school

- There have been changes to the school's leadership since the last inspection. The current head of school has been in post since January 2025, and the executive headteacher since September 2024.
- The school joined The Good Shepherd Trust in September 2023
- The school has a religious character. Its most recent section 48 statutory inspection of Anglican and Methodist schools took place in March 2022.
- The school has nursery provision for two-year-olds and a pre-school provision for three-and-four-year-olds.
- 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 inspectors discussed the 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 and head of school, as well as with other leaders and staff. The lead inspector met with a member of the trust executive team and two members of the local governance committee. She also held a telephone conversation with the CEO and a representative of the board of trustees.
- The inspection team visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, 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' interest first.
- The inspection team considered the views of parents through their responses to the online survey, Ofsted Parent View. The inspectors spoke to parents, staff and pupils at various times throughout the inspection and considered their responses to the online staff survey.

## Inspection team

Clare Haines, lead inspector

Ofsted Inspector

Paul McKeown

Ofsted Inspector

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