

Pirbright Village Primary School



Governors' Annual Report to Parents 2026

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Reviewed	Annually
Next Review Date	Summer 2027
Written by the Chair of Governors in consultation with The Head Teacher and Governors.	

Thank you for taking the time to read this report, in which your school Governors look back over the year and reflect on what the school has done to help our children learn and thrive. Looking back is important, and a major part of the Governor role is to ask the school 'How did that go?' 'What did it achieve?' 'How do you know whether it was successful?' 'Did it work for all the children?' 'What didn't work?' 'What can we learn from it?'

So it's a little ironic that, as I write, the school is closed for an Inservice training day when the teachers are actually looking forward, planning the year to come. But looking forward is even more important than looking back, and not just looking a year or two ahead. The job of our school is to prepare our children for their future life, on into secondary school, perhaps further education, then into adulthood and the world of work. That's what so impressed me when I first saw the Pirbright Pyramid, it's not about teaching children, it is about developing people. Strong, intelligent, capable, kind, happy people. From their first day in reception, our school's mission is to help our children lay strong foundations for the adults they will become; adults who are brave, bold, willing and able to take a calculated risk in order to achieve something special; citizens who will contribute to the society in which they live.

And that's where the real challenge lies for our school leaders, because who knows what that society will look like? The only certainty is that it won't be the same as the world(s) we grew up in. Two heatwaves already this year remind us that our future adults may be living in a changed environment, and the pace of development in technology suggest that the world of work will be far removed from our current understanding. There will be opportunities, challenges, breakthroughs, inventions, threats and possibilities which we cannot begin to imagine.

Our children will not just live in the changed world, they will shape and create it. They will be the ones making the decisions, pushing for change for the good, resisting change for the bad. They will not only need to be able to act differently, but to think differently from the generations that went before them.

That is why so much of what our school does is about helping our children learn to think for themselves, to make decisions and choices and to consider the impact of their decisions or choices on themselves, on their own learning and on others. It is not just about acquiring knowledge and skills, though that is important, but also learning how to apply them in different ways, to discover (or perhaps create) something entirely new. It is about working together, to achieve more than we could do on our own. It is about building a community in which everyone, children and adults, is valued and respected, not in spite of our differences but because of our differences, because a richly varied community will always be stronger and more resilient than an homogenous one.

It doesn't happen overnight and, being human, we don't get it right every time, but I would like to take this opportunity to thank all our wonderful school staff for the care, dedication, hard work and love that they give to all our children. We are blessed with teams of highly skilled and experienced professionals, whether teaching, supporting learning, administering, providing food or maintaining the school environment, you all are vital to making our school a place where children want to be. Thank you all.

The school would be a much poorer place (quite literally) without the wonderful work of the Friends of Pirbright School (FOPS), who put in an amazing amount of time and energy to put on fund raising events throughout the year. It's not just the additional income they raise for the school, which makes a huge difference to our children's school experience, but also the sheer fun and excitement that FOPS events create - magical life-long memories for all our children. The FOPS are true super heroes and deserve all the thanks (and support) we can give them.

The nine Governors are also volunteers who give generously of their time and expertise to monitor, challenge and support the work of the school. They are not inspectors (more than happy to leave that to Ofsted) but they hold the school leaders to account, and help them to reflect on the effectiveness of their decisions and actions on behalf of our children and our community. My thanks to them for all that they do.

And thank you too, for all that you give to the school as parents and carers, your encouragement, understanding and support make such a difference. That encouragement to complete a home learning task, that note in the reading journal, the little word of thanks at pick-up, all help our children to feel secure in the knowledge that their school and family are united behind them. The school can help our children learn positive, life affirming Pirbright values but we never forget that it is you, as parents and carers, who enable the children to live those values. You will always be their first and most important role models,

Julia Douetil
Chair of Governors

Local Governing Body Constitution 2025/2026

	Full Name	Start of (Vice) Chairmanship/ Appointment DD/MM/YY	Years as Chair*	Years as Vice-Chair*
Chair	Julia May Douetil	21/05/2018	7.92	
Vice-Chair	Marika Lowe	26/03/2022		4.08
Clerk	Tracey Stormer	01/01/2025		

Constitution by Governor Type (Number)	Full Name	First Term of Office Start Date DD/MM/YY	Current Term of Office Start Date DD/MM/YY	Years in Office*	Current term of Office Ends DD/MM/YY	Full LGB Meeting attendance last academic year	
						#	%
Current Governors							
Headteacher (1)	Peter Wright	01/09/2024	01/09/2024	N/A	N/A	7	100
Parent Governors (2)	Bethany Rosindell	07/10/2024	07/10/2024	1.50	06/10/2028	6	100
	Raymond Dhirani	19/10/2023	19/10/2023	2.50	18/10/2027	4	67
Community Governors (6)	Julia May Douetil	11/11/2015	11/11/2015	10.42	10/11/2027	7	100
	Marika Lowe	15/07/2019	15/07/2019	6.75	14/07/2027	7	100
	Caroline Smither	01/10/2020	01/10/2020	5.58	30/09/2028	6	100
	Mary Christine Stanley	08/10/2018	08/10/2018	7.50	07/10/2026	6	100
	Emma Cameron	08/07/2024	08/07/2024	1.75	31/08/2028	6	100
	Jennifer Hall	08/07/2024	08/07/2024	1.75	31/08/2028	6	100
Staff Governors (3)	Beccy Todd	20/03/2023	20/03/2023	3.08	19/03/2027	6	100
	Zoe Cass	20/03/2023	20/03/2023	3.08	19/03/2027	N/A	N/A
	Chiara Dow	20/09/2015	20/09/2015	10.58	08/10/2027	6	100
TOTAL (12)						#	
Governors leaving office since the beginning of prior academic year							
N/A							

*As of 1 May 2026

Health & Safety, Premises & Young Carers

Through 2026, I have continued to support as Health & Safety / Premises Governor, covering all matters relating to the school buildings and grounds. This included oversight of improvement and maintenance works, the enhanced school fencing improvements, and the completed roof works to ensure the long-term integrity and safety of the school buildings. A termly site walk-around remains an important part of maintaining oversight of any emerging premises challenges, as well as keeping an eye on the latest antics of Rodney the Bull. These visits ensure correct processes are followed and that all necessary checks are undertaken. I complete a range of annual audits and reviews to ensure full compliance with all relevant health and safety legislation, policies and statutory standards. All monitoring systems continue to be well managed, up to date and clearly documented. This year has seen further strengthening of alignment with Trust (MAT) requirements, building on shared systems and good practice across the Trust. This alignment work remains fundamental to ensuring the wellbeing and safety of all pupils, staff and visitors to Pirbright. In summary, parents, governors and the school leadership team can have confidence that health and safety at Pirbright is being effectively and responsibly managed.

In my other roles, I continue to contribute as part of a school improvement team focused on specific subject areas. School walk-arounds and monitoring the development and implementation of the curriculum, give clear focus on how identified areas for improvement are being addressed. In the Spring term we completed a deep dive into Music, exploring the strengths of the subject delivery and plans for the future. I have also continued my role as Young Carers Governor Link. Strong focus continues on identifying and supporting young carers to help de-stigmatise the role of young carers and encourages pupils and families to seek support with confidence.

Leadership under Pete Wright is now firmly established, providing a strong and stable foundation. The senior leadership team is focused on sustained improvement and future priorities, while maintaining consistency for staff, pupils and parents. The collective commitment and professionalism of the team continue to ensure that the Pirbright values, respect, pride, resilience, nurturing and trust, remain at the heart of the school as we move forward.

Caroline Smither
Community Governor

SEND & Staff Well-being

Supporting children to access education and respond to their individual needs remains central to the PVPS's approach to SEND provision and inclusivity. This year the Zones of Regulation scheme was introduced across classrooms to support emotional literacy and self-regulation, while updates to the behaviour policy have aligned school values with the development of emotional resilience. Ongoing work focuses on widening opportunities for inclusivity, engaging with the parent body where possible.

Individualised and whole class visual supports, alongside newly introduced SNAP assessments help teachers and carers collaboratively identify barriers to learning and shape appropriate support strategies. The school also welcomed Barnardo's for a workshop series to foster positive identities for children with ADHD.

I remain mindful of the increasing pressures placed upon schools in balancing limited resources with the evolving needs of children. It continues to be heartening to witness how the PVPS adults show up for the children and each other with the utmost care and determination.

Bethany Rosindell
Parent Governor

Staff Governor

As the Staff Governor, I have attended all governing body meetings throughout the year and have represented the staff perspective where appropriate. I have acted as a link between staff and governors, sharing relevant information and helping to ensure that staff views are considered in discussions and decision-making.

Throughout the year, I have supported communication between governors and staff and have gathered feedback from colleagues on their highlights and pressure points throughout the year, ensuring that staff have a voice and that their experiences, successes and challenges are reflected in governor discussions. This has helped governors gain a broader understanding of the staff perspective and the support needed to continue achieving the best outcomes for our children.

I will continue to act as a link between staff and governors, making sure that colleagues have a voice and that their views are shared where appropriate.

Beccy Todd
Staff Governor

Military

The Service Pupil Premium (SPP) is funding provided to schools in England to support the unique needs of children from Armed Forces families. For the academic year 2025–26, the funding remained at £335 per eligible pupil. This allocation is specifically intended to help mitigate the challenges associated with service life, including high mobility, the emotional impact of deployment, and frequent school transitions. There are currently 70 service pupils (16.7% of the school), and support for them remains strong. Transition arrangements continue to be a key strength, ensuring smooth arrivals and departures throughout the year. Service Pupil Premium funding is used effectively through the PEDALS and pastoral initiatives such as free lunchtime club spaces, helping promote inclusion and wellbeing.

This has been another successful year in supporting and celebrating the school's military community. Pupils marked Remembrance by creating beaded poppies for display at Brookwood Military Cemetery, while raising funds for the Friends of Pirbright School and the Commonwealth War Graves Foundation. The school also celebrated Dandelion Day, recognising and celebrating the resilience of military children. Armed Forces Day provided a fitting end to the year, with a community fun run through Brookwood Military Cemetery attracting around 180 participants. This reflected the strong partnership between the school, military families and the wider community.

Staff training has also been a focus, with sessions for both teachers and LSAs to improve understanding of military family experiences. Feedback was very positive, with increased staff confidence in supporting these pupils. The school continues to strengthen external links. The Headteacher has met with Surrey's Armed Forces Covenant Lead to support families, particularly with school placements, and will contribute to a county-wide professional development session in partnership with SciP (Service Children in State Schools).

Overall, the school remains highly committed to supporting its military community and maintaining strong, effective provision.

Lt Col Emma Cameron Community Governor

Finance

As Finance Governor, my role this year has been primarily one of oversight, support and constructive challenge. I have continued to meet and liaise with the School Business Manager and school leadership team, who have shown strong and careful management of Pirbright School's finances throughout another challenging financial year. Through my discussions with them and review of budget information, I have been able to see the depth of thought, planning and professionalism that goes into managing the school's financial position. The School Business Manager and leadership team have worked hard to monitor income and expenditure closely, respond to cost pressures, and ensure that financial decisions remain aligned with the priorities of the school.

The financial context for schools continues to be difficult, with pressures from staffing, energy, services, inflation and wider funding constraints. Despite this, the school has managed its resources effectively and has shown clear foresight in seeking ways to strengthen its financial position. In particular, the school has worked very hard to raise supplementary income through Club Class, including breakfast club, after-school club and, more recently, the school holiday club. This additional provision not only supports families but also contributes positively to the school's wider financial sustainability. My oversight has given me confidence that the School Business Manager and leadership team are managing the school's finances responsibly and strategically, enabling the school to continue investing in areas that benefit pupils, staff and the wider school community.

Jennifer Hall Finance Governor

School Improvement

I have been working with members of the senior leadership team to monitor progress on the School Improvement Plan. I have met with leadership of the school as well as staff on specific areas to review the development of the curriculum and the impact on teaching and learning. The focus for me this year has been on Maths, PE, History, and Science. There has been a big emphasis this year on really focusing the curriculum in order to allow students to engage in more depth. This has gone well and it will be interesting to see how this approach feeds into results and work next year.

The school makes good use of its outside space in PE but teachers of subjects such as Science are also thinking about how to further children's learning outside next year, which is positive to see.

At a wider level, governors have been looking at the potential impact of AI in schools, considering both opportunities and concerns. Given the rapid pace of AI development and rollout in the UK and

globally, this is an important topic for the governors to consider in full. This is a particular interest area for me in the coming year alongside sustainability.

Ray Dhirani
Parent Governor

Pupil Premium

I am very privileged to hold the position of a Community Governor at Pirbright Village School. I find this a challenging and very rewarding post.

I have the opportunity to go into school on a regular basis watching assemblies, work shops, learning walks, school visits, theatre productions, fairs, concerts and sporting events. One thing I do enjoy is helping support some pupils with reading.

From these visits I can see the dedication that all the staff have in providing strong powerful learning for all the children. I can see that the children are fully engaged and enjoying every minute of being at school.

My key role as a Governor is the monitoring of the Pupil Premium budget. I have the evidence that the guidelines are followed. The results of my regular reviews and visits gives the Governing body & Leadership team confidence that the Pupil Premium support is being used as directed by the Government. I am able to report this to the Governing body.

It has been a year I have enjoyed and I am grateful for the opportunity to be involved in the school life in my village.

Mary Stanley
Community Governor

Safeguarding and Pupil & School Progress

Throughout the year, I have seen how embedded safeguarding practices positively shape the culture and climate of the school. Termly visits with the DSL, including meetings with Learning Partners' colleagues, demonstrate it is evident that safeguarding is continuously reviewed and improved, in line with an ever changing world. The safeguarding practices at Pirbright enable concerns to be identified and addressed quickly, whether they relate to behaviour, wellbeing or wider risks. I have been part of investigations where I have had to challenge these practices; it is clear every teacher receives rigorous, up-to-date training so they can confidently identify and respond to concerns. These efforts help build the safe, nurturing environment so that the pupils at Pirbright feel secure, supported and able to thrive.

I have been working closely to see what improvements can be made in terms of pupil progress and data. Not only have I analysed the current years data and progress that the pupils are making in all years but I also have a stronger understanding of what underpins the strategies that are in place to ensure the pupils reach their full potential, throughout their learning journey at Pirbright. There have been improvements to the assessment processes across all year groups and with the introduction of Bromcom, this data collection will lead to an improved learning journey for all students and will allow teachers to continuously reflect and enable further informed planning for next year and enhance an already robust, child-centred, system.

Marika Lowe
Community Governor

Pupils on Roll & Attendance

The number of children in the school fluctuates greatly during the year due to the mobility of the military children we have on roll. There were 414 children on roll in the school in the summer term (July 2026). They were organised as follows:

Year Group	Number of Children
Reception	54
Year 1	59
Year 2	55
Year 3	61
Year 4	63
Year 5	61
Year 6	61
TOTAL	414 (+ 6 on last year)

2025/2026	Total % Attendance for the Year	% of Authorised Absence	% of Unauthorised Absence
	95.1%	3.9%	1.0%

Academic Outcomes 2026

2025 – 2026 Pirbright Academic Outcomes

EYFS % Achieving a Good Level of Development (GLD)	
Pirbright	National
62%	Published in November 2026

Year 1 – Phonics Screening Check	
Pirbright	National
86%	Published in October 2026

Year 4 – Multiplication Tables Check (MTC)			
Pirbright		National	
Average Score	Achieving 25/25	Average Score	Achieving 25/25
23.1	58%	Published in October 2026	Published in October 2026

Year 6 – End of Key Stage 2 (Test Outcomes)					
Pirbright				National	
	EXS Expected Standard	GDS Higher Standard	Progress	EXS Expected Standard	GDS Higher Standard
Reading	85%	34%	Published in October 2026	75%	Published in October 2026
Writing	78%	12%	Published in October 2026	73%	Published in October 2026
<u>Maths</u>	83%	27%	Published in October 2026	75%	Published in October 2026
EGPS	83%	24%	Published in October 2026	74%	Published in October 2026
Combined (R, W, M)	69%	10%	Published in October 2026	63%	Published in October 2026

Appendix 1: School Improvement Plan 2025 - 2026

Mission Statement

Pirbright Village Primary School is an inclusive, nurturing school which is committed to developing each child's full potential to become successful, confident, enthusiastic and aspirational learners and citizens. We strive to achieve this by working in partnership with our children, their families and the wider community, creating an atmosphere of mutual respect and understanding, truly reflecting our School Values.

School Improvement Plan 2025-2026



Learning Partner Trust Priorities 2025-2026

- ♦ **Inclusion:** build an inclusive culture by fostering understanding of neurodiversity, guiding school leaders to embed this perspective in their work whilst equipping teachers with strategies to support every learner.
- ♦ **AI:** Leverage evidence-based approaches to teaching, learning, assessment, and administrative efficiency.
- ♦ **Reading:** Empower every teacher to teach reading effectively, strengthening phonics across all key stages and developing fluency for confident readers at KS2.



Quality of Education

Drive standards of classroom practice to achieve our goal of excellence for all

- ♦ Raise standards in writing through a refreshed approach to the planning and delivery of the curriculum.
- ♦ Refine the foundation curriculum and review the Progression of Knowledge & Skills to ensure a consistent and coherent curriculum.
- ♦ Provide children with more opportunities for deeper learning and ensure that the knowledge they acquire is explored with greater depth, consistency and understanding.

Behaviour & Attitudes

Ensure behaviour and attitudes towards school and learning reflect the school's values

- ♦ Implement the 3Rs (Regulate, Relate, Reason) as a whole-school behaviour management strategy to promote a positive and restorative school culture.
- ♦ Develop Zones of Regulation as a whole school strategy to promote positive behaviour.

Personal Development

Give children the opportunity to develop their character, make good decisions and become well-rounded young people who make a contribution to society

- ♦ Ensure the Pirbright Values are consistently reflected in all aspects of school life and can be confidently articulated by all children, appropriate to their age and level of understanding.
- ♦ Establish Learning Support Assistants (LSAs) as leaders of play during playtimes, ensuring active supervision and engagement to promote a safe and inclusive environment.

Leadership & Management

Lead the school with integrity, establishing positive relationships and driving a curious and ambitious workplace for all stakeholders

- ♦ Make SEND provision central to all decision-making processes at the school, promoting inclusive practices that support the needs of all students effectively.
- ♦ Audit and review current systems and documentation to reduce unnecessary workload and ensure all tasks directly support teaching, learning and pupil outcomes.

Appendix 2: Learning at the Speed of Life 2025 – 2026

Learning Highlights 2025– 2026

KS2 RESULTS

	Reading	English - SPaG	Maths	Writing (TA)
KS2 SECURE + Pirbright 2025/26	85%	83%	83%	78%
KS2 SECURE + National Averages 2025/26	75%	74%	75%	73%
KS2 GREATER DEPTH Pirbright 2025/26	34%	24%	27%	12%
KS2 GREATER DEPTH National 2024/25*	33%	30%	26%	13%

Reading, Writing, Maths SECURE + Combined 2025/26

PIRBRIGHT: 69%

NATIONAL: 63%

*National Greater Depth Data is published in Autumn 2026

Attendance 2025/2026: 95.0%



Learning at the Speed of Life 2025– 2026

THE BIG THINGS

- ◆ Pirbright: Inclusive by Design
- ◆ Work with Pond Meadow School
- ◆ Zones of Regulation, Emotion Coaching and Restorative Practice & 3Rs (Regulate, Relate, Reason)
- ◆ Writing Project
- ◆ Refined Foundation Curriculum
- ◆ RE Trips & Visitors

ENRICHMENT

- * KS2 Present: "EIR"
- * KS1 Present: "Bethlehem Bake Off!"
- * Reception Present: "The Nativity"
- * Class Assemblies
- * Year 6 Present "Alpha Gamma 46"
- * Family Lunches x3
- * Head Teacher's Award Certificates
- * Musician of the Month
- * 5 Core Pirbright Values
- * Weekly Attendance Awards
- * Christmas Jumper Day
- * Travelling Book Fair
- * Rock 'N' Pop Assemblies
- * Y6 Leavers' Party
- * Y6 Celebration Assembly
- * House Captains
- * Brazil Day (Y2)
- * Victorian Day (Y2)
- * Greek Day (Y4)
- * Potion Day (Y5)
- * WWII Day (Y6)
- * Librarians
- * Scrap Pod Team
- * Home Learning
- * SUPER 6
- * The Writing Shed
- * Around 20 PVPS led clubs each term (58 over the year)
- * World Book Day Dress-Up
- * Y5 Easter Assembly
- * Y4 Harvest Assembly
- * Photo Celebration Board
- * World Thinking Day
- * Christmas Lunch
- * Learning Champions
- * Science CREST Award (Y5-Y6)
- * Anti-Bullying Week & Odd Socks Day
- * PJ & Movie Day
- * Remembrance Service
- * Pirbright Has Talent
- * Eco-Team
- * Safer Internet Day
- * Peg Dolls
- * Play Rangers Assembly
- * Festive Carol Service
- * The Summer Concert
- * Kindness Ambassadors Assembly
- * SMSC Award—Silver
- * Dandelion Day for Armed Forces Celebrations
- * Armed Forces Picnic
- * The Nurture Farm visits for KS1
- * Forest School Sessions: Reception—Year 6
- * Musician of the Month
- * Bike Donation Scheme with Active Surrey
- * Invite to the opening of the new memorial at Brookwood Cemetery— with Princess Anne

PASTORAL

- * PEDALS Team & Home-School Link Worker
- * WWII Afternoon with Family Members
- * Remembrance Services
- * Safer Internet Day
- * Scrap Store Play Pod
- * Breakfast Club, After School Club & Holiday Club
- * School Council
- * New Behaviour Policy
- * Zones of Regulation
- * Emotion Coaching
- * House Team Captains
- * Y6 Transition - PEDALS
- * Kindness Ambassadors
- * The Nurture Farm
- * Emotional Health & Wellbeing Nurse
- * 100 Hand Made Christmas Cards for Pirbright Residents with The Rawlins Club
- * PEDALS Playtimes
- * The Learning Village (EAL Support)
- * Primary Mental Health Nurse Consultations
- * New Starters Transition (PEDALS)
- * School Nurse
- * Surrey Young Carers
- * Neurodiversity Drop-In at Parents' Evening
- * Wellbeing Ambassadors (EIKON)
- * EIKON school support

SPORTS

- * Potted Sports
- * Inter House X-Country
- * Sportshall Athletics
- WASPs Events:**
 - Football
 - Rugby
 - Netball
 - Hockey
 - X-Country
 - Cricket
 - Rounders
 - District Sports
- * Boys' football league
- * Girls' Football league
- * Sports Days
- * Pirbright Tennis Club delivering lessons to Year 1, 4 and 6
- * Bikeability Level 2 (Year 6)
- * The Daily Mile
- * Sports Leader Training - Year 6
- * Physifun Training - Year 5
- * My First Steps training - Year 2
- * Boys' & Girls' Cricket League
- * District Athletics
- * RAMs Basketball Workshops for years 4, 5 & 6
- * KS1 Star Mark
- * KS2 School Games Mark—PLATINUM
- * Pirbright Cricket Club Sessions

FOPS

- * Mother's Day Gifts
- * Father's Day Gifts
- * The Christmas Fair
- * Cake Sales
- * 2nd Hand Uniform
- * Travelling Book Fair Support
- * Y6 Hoodies
- * Christmas Treeasy
- * Happy Circus & Summer Fair
- * Chocolate Bingo
- * Frozen Fridays
- * Y6 Leavers' Support
- * Scrap Store Play Pod
- * School Gardener
- * Happy Bag Clothing Collection
- * Fun Run

MUSIC ENRICHMENT

- * Piano—17 children
- * Rock & Pop
 - * Singing—15 children
 - * Drums—8 children
 - * Guitar—25 children
 - * Keys—11 children
 - * Ukulele—1 child
- * Trumpet—1 child
- * Woking Theatre Trip—Barnum

PARTNERSHIP WITH PARENTS

- * Weekly Newsletter
- * Pirbright's Learning Week
- * Learning Look Sessions
- * Parent Tours
- * FOPS
- * Parent Questionnaires
- * Parent Helpers
- * KS1 & KS2 Assessment Meetings
- * Class Assemblies
- * Key Targets/ISPs
- * Termly Progress & Attainment Document
- * Meet the Team Sessions
- * Pirbright Club Class:
- * Breakfast Club & After School Club
- * Parents' Consultation Evenings
- * Annual Reports
- * Home School Link Worker
- * PEDALS
- * StudyBugs
- * School Readiness Support
- * Birthday Book Donations
- * Home Learning Club
- * Individual and Class Photos
- * Pupil Premium Support
- * Service Children Support
- * Pirbright Club Class: Holiday Club

TRIPS & VISIT(OR)

- * Sayers Croft
- * Sports Crew Training
- * Winchester Science Centre
- * Gilbert White's House
- * Brookwood Military Cemetery
- * Butser Farm
- * Nower Wood
- * Nettlecombe Court
- * Littlehampton
- * Brooklands Museum
- * Reception ZooLab
- * British Wildlife Centre
- * Woking Theatre Trip—Barnum
- * Pirbright Village Green
- * Post Box Visits
- * Wellington Country Park
- * Wonderful Woking
- * Woking Fire Service
- * Stone Age Artefacts & Talk
- * St Michael & All Angel's Church
- * Guildford House Gallery (Art Trip)
- * Guildford Castle
- * Marwell Zoo
- * Fishbourne Roman Palace

OFSTED

We were inspected in 2023 and graded as GOOD. Our inspection report can be read [here...](#)



The care and compassion shown by staff is exemplary.

The early years environment is stimulating and caters well for all the areas of learning. Good routines and high expectations mean that children have a solid foundation to build on as they start school.

Leaders have developed an ambitious, well-planned curriculum, that captures pupils' interests and enables them to achieve well.

Pupils learn in a happy environment where leaders always put the needs of pupils first.

Reading is a priority for leaders. Pupils have a love of reading.

Teachers are excellent role models. Pupils are encouraged to take advantage of their learning opportunities and achieve their best.

