

Prior Heath Infant School

URN: 125028 | Inspected: 06 January 2026

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.

Achievement Needs attention

Not all pupils achieve as well as they could. Some pupils, including some pupils with special educational needs and/or disabilities, do not consistently produce high-quality work or build effectively on prior learning. As a result, not all pupils have the knowledge and skills they need to be fully prepared for the next stage of their education.

Leaders have identified gaps in achievement and are taking appropriate steps to address them. This includes raising expectations and providing more opportunities in the curriculum for pupils to practise basic skills across the curriculum. Most pupils achieve well in phonics. Therefore, by the end of Year 2, most pupils meet the phonics standard. This enables pupils to access the curriculum in key stage 2. Leaders prioritise early reading appropriately. They ensure all staff access phonics training. Pupils, therefore, develop confidence and fluency through the delivery of a consistent phonics programme.

Curriculum and teaching Needs attention

The delivery of the curriculum is not yet consistently embedded. Activities are often too open ended, and expectations can be unclear. While the curriculum is broad and clearly sequenced, pupils have limited opportunities to practise and secure basic skills, such as transcription. At times, pupils do not have appropriate resources to support their learning. Scaffolding and modelling strategies are not used sufficiently well. Adaptations for pupils with special educational needs and/or disabilities and those who are disadvantaged are in place. However, at times, expectations for these pupils are variable. The teaching of phonics is consistent and effective. Teachers demonstrate secure subject knowledge, particularly in early reading. Pupils benefit from a well-structured phonics programme that builds fluency and confidence. Staff use assessment effectively to identify gaps in learning. Pupils with gaps then receive the additional support they need. Although, misconceptions are not always addressed quickly enough during lessons and in the work pupils produce. Leaders understand the quality of the curriculum and its delivery. They have identified the right priorities for improvement. Staff are in receipt of training and mentoring with a view to strengthening teaching across the school.

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

Pupils enjoy coming to Prior Heath Infant School because it is warm and welcoming. They rarely miss a day of school. Pupils feel part of an inclusive community, where staff know them well and build strong, caring

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relationships with pupils and their families. Parents and carers appreciate the support the school provides. Pupils describe the school as 'feeling like a family'. Pupils are proud to live out the school's values. They are keen to learn and usually concentrate well in lessons. They enjoy sharing their work and achievements. Most pupils, including those who are disadvantaged and those with special educational needs and/or disabilities (SEND), achieve well in phonics. Leaders act quickly to provide support so that pupils with SEND and those who are disadvantaged learn effectively alongside their peers. However, in key stage 1, pupils do not consistently achieve as well as they could across the curriculum. This is because the delivery of the wider curriculum is variable. Leaders are taking steps to address this. Pupils are friendly, respectful and confident. They value leadership roles and opportunities to take responsibility, such as being school councillors, energy monitors and librarians. They contribute to the local community through charity events and visits to a nearby nursing home. Clubs, including STEM, street dance, sport and music, help pupils to develop their talents and interests. Educational visits, such as to Windsor Castle, help to enrich their learning. Breaktimes are sociable and well managed. Pupils play happily together and organise games. They learn how to keep safe, including online. Pupils trust adults to listen and act quickly if they have concerns. Any form of bullying or unkindness is rare and is not tolerated here.

Next steps

- Teachers should ensure lesson activities enable pupils, including those who are disadvantaged, to build securely on prior learning and produce consistently high-quality work across the curriculum.
- Leaders should ensure that the curriculum provides pupils with regular, purposeful opportunities to practise the knowledge and skills they need to be fully prepared for the next stage of their education.
- Leaders should ensure that highly effective teaching is embedded across the school so that all groups of pupils, including those with special educational needs and/or disabilities, achieve well across the curriculum.

Early years

Expected standard

Children get off to a positive start in the early years. Staff know children and their families well. They establish clear routines that help children feel safe and confident. Relationships are warm and supportive. Staff encourage healthy choices and teach children how to manage risks. The curriculum is well designed and sequenced to build children's knowledge and skills across all areas of learning. It prioritises communication and language development and includes a strong focus on personal, social and emotional development. Staff adapt provision effectively to meet children's needs, including those who are disadvantaged or have special educational needs and/or disabilities. Reading is prioritised. Children learn phonics through an effective phonics programme and develop age-appropriate fluency in reading. Staff provide opportunities for children to practise early writing and number skills. Although, the school's agreed approaches to the teaching of handwriting are being embedded. High-quality interactions support children's vocabulary development. Activities indoors and outdoors promote independence and resilience. Most children make expected progress through the year and are well prepared for Year 1. Assessment is used effectively to identify gaps in learning. Staff provide timely targeted support for these children.

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Leaders work effectively with parents and carers, and external agencies. This partnership approach ensures children settle quickly.

Inclusion

Expected standard

Leaders have established effective systems to identify pupils' individual needs promptly. They work closely with families and external professionals to build a clear picture of pupils' needs. This ensures that pupils get the timely support they need. Staff follow statutory processes. Therefore, targets are reviewed regularly so that provision and support remain appropriate. Leaders make reasonable adjustments, such as workstations and calm areas, so pupils can access learning alongside their peers. Barriers to learning and wellbeing are reduced through targeted interventions and inclusive classroom strategies. Support staff act as champions for specific needs, delivering interventions such as sensory circuits. Teachers typically have high expectations in the core subjects and use a range of adaptations to help pupils succeed. However, expectations in some wider curriculum subjects are inconsistent. Leaders monitor pupils' progress carefully through regular assessments and reviews. They adjust support where needed and provide staff with valued training and feedback to strengthen inclusive practice. Pupil premium funding is used effectively to improve learning and wellbeing. Leaders ensure smooth transitions for pupils with SEND and disadvantaged pupils, which parents and carers appreciate. Staff know pupils and families well, creating a culture where all pupils feel included and supported.

Leadership and governance

Expected standard

Leaders set a clear strategic direction and sustain the school's ethos in partnership with governors. They understand the school's context, strengths and areas for development. Leaders have identified the right priorities for improvement and have taken bold decisions to adapt the curriculum to meet pupils' needs. However, the curriculum is not yet embedded. Leaders are aware and are taking appropriate actions to address this. Leaders have the capacity to support staff so that the delivery of the curriculum matches their aspirations. Professional development is prioritised. A well-established programme builds staff expertise and links closely to school improvement priorities. Leaders model the importance of training and provide opportunities for staff to develop professionally. Staff value this and feel supported. They are proud to work at the school. Leaders and governors take account of workload and wellbeing in their decision-making. Governors fulfil their statutory duties and provide appropriate challenge and support. They monitor the school's work effectively. They hold leaders to account for pupils' outcomes, including those who are disadvantaged or have special educational needs and/or disabilities. Governors understand the school's priorities and assure themselves that decisions are in the best interests of pupils.

Leaders work constructively with parents and carers, the local authority and other agencies. Parents speak highly of the school and its leaders. They value the care and communication they receive. Leaders act in the best

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interests of all pupils. They are determined in ensuring that all pupils benefit from the school's offer, including wider opportunities.

Personal development and wellbeing

Expected standard

Leaders ensure that pupils' personal development is a priority. The programme is broad, coherent and meets statutory requirements. It combines taught content with a wide range of enrichment opportunities. This sets out the knowledge and skills pupils need to be prepared for later life, for example how to have healthy relationships. When required, the programme is adapted and refined in response to the changing world. Pupils enjoy trips that enrich their learning. They take part in competitive sports and clubs that nurture their interests and talents. Leaders track pupils' participation carefully and act to remove barriers, for example, introducing a STEM club to increase take up. Leaders ensure these opportunities are available to all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities. Pupils develop social skills and empathy through the school's values and planned activities. They show respect and understand why others may need more support. Pupils learn about differences in families and beliefs. On the whole, pupils can recall knowledge and demonstrate understanding of what they have been taught. This includes their learning of fundamental British values. Pupils demonstrate tolerance and have a developing understanding of British values. Activities such as voting for school councillors and charity choices help pupils experience democracy. Pupils value leadership roles, such as school councillors and energy monitors. They also enjoy contributing to the local community through charity events and visits to a nearby care home. The curriculum is age-appropriate and teaches pupils how to keep themselves safe, including online. Pupils know about personal boundaries and strategies for resolving disagreements. They understand the importance of healthy lifestyles and mental wellbeing. Pastoral support is a strength of the school. Staff know pupils well and respond quickly when extra help is needed. Pupils trust adults and know how to access support. Needs attention

Attendance and behaviour

Expected standard

Leaders have established an effective culture that promotes the importance of attendance. Current attendance is above national figures and persistent absence remains low. Leaders have systems to track attendance frequently and effectively. They analyse trends and act swiftly to prevent pupils from becoming persistently absent. Leaders and staff work closely with families and put timely support in place when needed. They are quick to remove any barriers to attendance. These actions have a positive impact on improving attendance for individual pupils. Pupils behave well and enjoy coming to school. They move calmly around the site and play cooperatively. Relationships between pupils and staff are positive and respectful. Pupils understand expectations for their behaviour and rise to them. Staff understand and effectively apply the school's behaviour policy and procedures. They manage behaviour well and adapt approaches for pupils when needed. Training has strengthened staff confidence when supporting pupils with managing their emotions. As a result, lessons are calm and purposeful. Pupils show

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positive attitudes to learning. Bullying is not tolerated and incidents of pupils being unkind are rare. Pupils are confident that staff would deal with any concerns quickly. Leaders monitor behaviour closely and act promptly to address issues.

For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/prior-heath-infant-school-camberley>