

Wray Common Primary School

Address: Kendal Close, Reigate, Surrey, RH2 0LR

Unique reference number (URN): 145226

Inspection report: 10 February 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ **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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders actively champion high attendance for all pupils. Attendance has continued to improve over time, including a reduction in persistent absence. Well-established routines ensure pupils have a smooth and calm start to the school day. Leaders track and analyse attendance with rigour. Staff share leaders' high expectations and work together to understand and remove barriers to pupils' attendance. This enables the school to respond swiftly to pupils' needs and changing circumstances. Carefully considered actions have led to secure improvements for groups of pupils, including those who are disadvantaged or who have special educational needs and/or disabilities.

Excellent behaviour is a hallmark of Wray Common. The school's safe and positive environment supports pupils' behaviour exceptionally well. Well-trained staff follow the school's policies and procedures consistently. Leaders have refined their behaviour approach over time so that it reflects pupils' needs and aligns with the high expectations set out in 'The Wray Common Way'. Leaders monitor behaviour patterns closely and take timely action where needed. Pupils who need it get skilled, targeted support to help them to manage their behaviour effectively. As a result, pupils show strong self-discipline and highly positive attitudes to learning. Positive behaviour is reinforced through celebration and praise, helping to create an environment in which pupils thrive.

Early years

Strong standard ●

Children settle quickly into the Reception classes and enjoy their learning. Staff develop appropriate and supportive partnerships with parents and carers, based on mutual trust. Children rapidly learn the routines and expectations of the school. They share, take turns and work together. Warm, caring interactions with staff help children to feel secure and support their positive relationships.

Leaders have a clear, ambitious vision for high-quality early years education. The curriculum sets out the knowledge and skills children need and is adapted thoughtfully to each cohort. Leaders are highly effective in quality-assuring the impact of provision and are strengthening it further by extending children's vocabulary.

Reading is a clear priority and a real strength of the early years. Children begin learning to read from the outset. Those who need it get highly effective support to help them catch up. This enables children to develop confidence and an early love of reading and stories.

Staff maximise opportunities for high-quality interactions throughout the day. They actively engage children who are less confident. As a result of the embedded and consistent practice across the early years, children are very well prepared for the demands of the Year 1 curriculum.

The school provides an inspiring and carefully planned personal development and wellbeing offer. This helps pupils grow into confident, respectful and kind individuals. Leaders place pupils' character, happiness and emotional health at the centre of school life. They ensure that all pupils, including those who are disadvantaged or face additional challenges, feel fully included and valued.

The personal, social and health education programme is well designed and closely tailored to the needs of pupils and the school community. Pupils recall their prior learning with precision and make clear connections to how this helps them make informed choices. They have a well-developed understanding of fundamental British values, such as democracy and tolerance. Leaders make thoughtful adaptations to the curriculum, and pupils value opportunities to debate ethical issues and reflect on their own beliefs.

Pupils, including those with special educational needs and/or disabilities and those facing other barriers, learn about healthy relationships and online risks in an age-appropriate and sensitive manner. Nearly all pupils leave Year 6 able to swim 25 metres, use a range of swimming strokes and perform safe self-rescue. This contributes to pupils' understanding of how to keep themselves safe and manage risks.

Leaders seize every opportunity to broaden pupils' horizons. They put in place a wide range of enrichment activities, trips and visitors to broaden pupils' cultural, artistic and sporting experiences. Leaders track participation carefully and adapt provision to ensure that pupils, including disadvantaged pupils, can access the full offer. Pastoral care is a strength of the school's provision. Pupils are confident that staff will listen to them and provide guidance when they need it. This helps them to become confident, responsible and resilient.

Expected standard ●

Achievement

Expected standard ●

Typically, pupils achieve well and are prepared for their next steps in learning. Most pupils speak confidently about their work and remember key knowledge across many subjects, particularly in personal, social and health education. They secure the foundational knowledge they need in reading and mathematics. However, some pupils, including disadvantaged pupils, struggle with aspects of writing fluency. For example, gaps in spelling knowledge and sentence construction persist for some older pupils. Leaders recognise that the quality of writing is not consistently strong across the school and have begun to address this.

Attainment in national tests shows that most pupils achieve above the national average in reading, writing and mathematics at the expected standard by the end of Year 6. Reading is a particular strength, especially by the end of key stage 2. In Year 1, outcomes in the phonics screening check have been close to the national average for the past 2 years.

However, pupils have achieved significantly below the national average in the multiplication tables check at the end of Year 4.

Curriculum and teaching

Expected standard 

Leaders have implemented a coherent and ambitious curriculum that is making a positive difference to most pupils' learning. Reading is given high priority, and staff deliver the school's chosen approach with consistency. Pupils who need additional help, including those developing fluency in reading or mathematics, benefit from regular, well-targeted support that helps them to catch up.

Pupils talk confidently and enthusiastically about their learning. Many secure the foundational knowledge they need to be successful in reading, writing and mathematics. However, some older pupils have gaps in their prior knowledge, such as in writing composition and multiplication facts, which limits the quality of their work. Leaders have identified these weaknesses and are taking decisive action to address them. This work is beginning to have a positive impact.

The curriculum is generally taught well. Teachers receive appropriate training that strengthens their subject knowledge and supports effective delivery of the curriculum. While pupils benefit from strong teaching in many subjects, further work is needed to ensure consistently high-quality implementation across all classes. In some subjects, teachers do not consistently check what pupils already know before introducing new content. As a result, misconceptions are not always identified or addressed promptly. Leaders are continuing to take effective steps to further improve the quality and consistency of teaching.

Inclusion

Expected standard 

The school's inclusive ethos is well embedded. Staff identify pupils' individual needs quickly and respond with appropriate support. Leaders work closely with a wide range of agencies and professionals to ensure that pupils and their families receive the help they need. Staff understand the barriers their pupils face and work diligently to reduce these. Most pupils with special educational needs and/or disabilities (SEND) who require more specialised approaches to learning or emotional regulation receive carefully tailored support.

Pupils with SEND benefit from thoughtful adaptations and well-matched scaffolding. Leaders provide regular, high-quality training so that staff can deliver effective support and interventions. Staff continue to develop strategies that promote pupils' independence. Leaders monitor closely how well pupils with SEND are progressing from their starting points and adjust provision where this is in pupils' best interests.

Leaders ensure that pupils, including disadvantaged pupils and pupils with SEND, access and make the most of the opportunities available to them. Targeted support and specific interventions address individual needs effectively, including in areas such as writing. Leaders ensure that staff keep the needs of disadvantaged pupils at the forefront of their work. They evaluate the impact of additional funding carefully so that pupils benefit fully from academic and enrichment opportunities.

Leaders, governors and trustees are aspirational for the school and the community they serve. They make decisions based firmly on evidence and in the best interests of pupils, including those who are disadvantaged or face additional challenges. School leaders and those responsible for governance work cohesively to identify priorities and monitor well-considered plans to address areas for improvement. They are dedicated to ensuring that every pupil can achieve highly and thrive, regardless of any barriers.

The trust board and governors work together to provide effective governance. They use a range of systems to assure themselves of the school's strengths and areas for development. Both groups understand and fulfil their statutory duties well. They provide challenge and support in equal measure, with a strong and consistent focus on safeguarding, inclusion and ensuring high achievement for all pupils.

Leaders take great care of staff. Staff are overwhelmingly positive about working at the school and appreciate the support they receive to manage their workload. A collaborative and supportive culture contributes to high morale. Leaders prioritise regular professional learning, including bespoke coaching for staff at all levels. They use their extensive knowledge of the school to focus training on key aspects of pedagogy. Staff work extremely well together as a team and value the fact that leaders listen and act with pupils' best interests at heart. This culture ensures staff are fully committed to driving further improvements and consistently model leaders' high expectations in their day-to-day work.

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

The school fosters a strong sense of belonging and high aspirations for every pupil. Pupils attend regularly, enjoy learning and typically achieve well. They know how to keep themselves safe and are confident in how to raise concerns. Older pupils demonstrate maturity and act as positive role models. Bullying is rare, and any incidents are dealt with swiftly.

Pupils value the kind and nurturing relationships they have with staff. Adults know pupils well and care deeply about them. As a result, pupils attend regularly. They feel safe, happy and part of the school community. They are confident that, should they have a worry, a trusted adult will listen and help.

Behaviour across the school is excellent. Pupils are respectful and ready to learn, contributing to a calm and purposeful environment. Clear routines, consistent expectations and well-established school values underpin pupils' exemplary conduct. From the early years onwards, children play well together and form positive friendships. Pupils routinely show kindness and consideration to others in lessons and during social times.

Pupils appreciate and celebrate difference. They learn about fairness, rights and fundamental British values. The 'Wray Common Way' sets out the experiences every pupil can expect, such as performing on stage, holding a position of responsibility, playing a musical instrument and cooking food they have grown. This approach is firmly embedded

and valued by the whole community. The wide range of enrichment activities helps to prepare pupils for life in modern Britain.

Pupils study a broad and logically sequenced curriculum. They benefit from specialist teaching in subjects such as physical education and music. Pupils with special educational needs and/or disabilities often learn successfully alongside their peers, and leaders ensure that they access the full curriculum.

Next steps

- Leaders should continue their work to ensure that the curriculum is taught consistently well, and that gaps in pupils' knowledge are addressed effectively so that teachers can adapt their teaching accordingly.
 - Leaders should further strengthen their work to ensure pupils secure the knowledge and skills needed for fluency and accuracy in writing and with multiplication facts.
 - In the early years, leaders should continue their work to extend children's vocabulary to deepen their understanding of important knowledge as they learn.
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About this inspection

This school is part of Greensand Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sue Wardlow, and overseen by a board of trustees, chaired by Simon Garrett.

Inspectors carried out the full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher and the assistant headteachers. Inspectors also spoke with teaching staff, trust executive leaders, governors and a representative of the trust board.

The inspectors confirmed the following information about the school:
The school uses no alternative provision.

Headteacher: Lloyd Murphy

Lead inspector:

Gareth Flemington, His Majesty's Inspector

Team inspectors:

Chris Toye, Ofsted Inspector

Jody Murphy, His Majesty's Inspector

Radhika Woodruff, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

School and pupil context**Total pupils**

410

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

480

Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

13.41%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.17%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

14.15%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	79%	61%	Above
2024/25 (revised)	76%	62%	Above
2023/24 (final)	81%	61%	Above
2022/23 (final)	79%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	74%	Above
2024/25 (revised)	84%	75%	Above
2023/24 (final)	91%	74%	Above
2022/23 (final)	90%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	72%	Above
2024/25 (revised)	81%	72%	Above
2023/24 (final)	85%	72%	Above
2022/23 (final)	86%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	73%	Above
2024/25 (revised)	84%	74%	Above
2023/24 (final)	85%	73%	Above
2022/23 (final)	88%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	46%	Close to average
2024/25 (revised)	33%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	59%	46%	Above
2022/23 (final)	36%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	62%	Above
2024/25 (revised)	58%	63%	Close to average
2023/24 (final)	88%	62%	Above
2022/23 (final)	64%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	59%	Close to average
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	71%	58%	Above
2022/23 (final)	64%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	60%	Close to average
2024/25 (revised)	58%	61%	Close to average
2023/24 (final)	65%	59%	Close to average
2022/23 (final)	45%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	68%	-23 pp
2024/25 (revised)	33%	69%	-36 pp
2023/24 (final)	59%	67%	-9 pp
2022/23 (final)	36%	66%	-30 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-7 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	88%	80%	9 pp
2022/23 (final)	64%	78%	-15 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	63%	78%	-15 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	71%	78%	-7 pp
2022/23 (final)	64%	77%	-14 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-22 pp
2024/25 (revised)	58%	81%	-22 pp
2023/24 (final)	65%	79%	-15 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	45%	79%	-34 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.0%	5.2%	Below
2023/24 (3 term)	4.5%	5.5%	Below
2022/23 (3 term)	4.6%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.6%	13.3%	Below
2023/24 (3 term)	9.8%	14.6%	Below
2022/23 (3 term)	11.4%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

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