

Tatsfield Primary School

Inspection report

Unique reference number	124993
Local authority	Surrey
Inspection number	381019
Inspection dates	7–8 March 2012
Lead inspector	Margaret Coussins

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Jennifer Evans
Headteacher	Kevin Bellinger
Date of previous school inspection	14 October 2008
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Age group	4–11
Inspection date(s)	7–8 March 2012
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Introduction

Inspection team

Margaret Coussins

Additional inspector

Phillip Littlejohn

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 15 lessons involving 11 teachers as well as hearing pupils read and looking at their work. Meetings were held with the headteacher, other staff with leadership responsibilities, members of the governing body and pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documentation including the school's self-evaluation, the school development plan, pupils' progress records and the safeguarding procedures. Questionnaires from 97 parents and carers were received and analysed along with those from staff and pupils.

Information about the school

Tatsfield is smaller than the average sized primary school. Most pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs is below average. Their needs relate mainly to speech, language and communication and specific learning difficulties. Provision is made for the Early Years Foundation Stage in a Reception class. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has gained several awards including Healthy Schools Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Tatsfield is a good school. Staff and pupils have settled well into the good and well-organised learning environment of the new school. In order to become an outstanding school, further improvement is needed in raising achievement in writing, the consistency and accuracy of matching pupils’ work to National Curriculum levels and the overview of the progress of all groups of learners.
- Pupils, including disabled pupils and those who have special educational needs, achieve well and make good progress from their starting points. Most pupils reach the expected or higher level of attainment by the end of Year 6. However, an increasing number of pupils start at the school in Years 3 to 6, often with specific learning needs and have less time to catch up and so attainment is broadly average. The school has correctly identified a continuing focus on writing to further raise achievement particularly for boys.
- Teaching inspires and motivates pupils and lessons are well planned to effectively meet the needs of different abilities. Teachers’ assessments in lessons are good but the match of pupils’ work to National Curriculum levels sometimes lacks accuracy.
- The school provides a safe, secure environment for learning. Pupils have good attitudes to learning and enjoy school. This is reflected in their attendance, which is above average. They are polite, friendly, considerate and caring and good behaviour makes a positive contribution to their learning and a well-ordered, happy school community.
- Leaders, including the governing body, share high aspirations and ambition for the school’s future. Targets for the performance management of all staff are well linked to school priorities and monitoring of teaching is clearly focused on learning; where weaknesses are identified, effective support is given. The overview of pupils’ progress needs to be presented more efficiently.

What does the school need to do to improve further?

- Raise achievement in writing by:
 - accelerating pupils’ progress, especially that of boys
 - providing more opportunities for pupils to write for real audiences and

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- purposes
 - continuing to develop pupils' skills in grammar, punctuation and spelling while maintaining an enthusiasm and enjoyment of writing.
- Ensure that there is consistency in accurately matching pupils' work to National Curriculum levels and that progress information is presented efficiently enough to enable a clear view of the school's performance.

Main report

Achievement of pupils

Pupils achieve well and make good progress from their starting points, including disabled pupils and those who have special educational needs. Pupils who enter the school in different year groups also make good progress but many of them start with attainment that is below average and they do not always have time to catch up with their learning. By the time they leave at the end of Year 6, the large majority of pupils who have been at the school before the start of Year 3 reach the expected Level 4 and more pupils than found nationally reach the higher Level 5. Nevertheless attainment is broadly average overall in English and mathematics. Almost all parents and carers feel their children make good progress and inspection evidence confirms this view.

Children generally start in the Early Years Foundation Stage with skills at the expected level for their age. They make good progress in the Reception year and reach the required goals for learning by the time they move into Year 1. A strong focus on developing children's communication, language and literacy and number skills as well as their personal, social and emotional development permeates all activities in the Reception class so that children gain independence and are confident to express themselves. They all gave their ideas for adults to write in the 'Big Book of Owls'; for example, 'The biggest owl can eat a deer. A little owl eats bugs', and understood this was to give information rather than write a story. They are given good opportunities to apply their early writing skills, such as labelling models they make using sentences with capital letters and full stops. Their knowledge of phonics (linking sounds and letters) is good. Children add and subtract and record simple number problems.

Attainment in reading by the end of Year 2 and Year 6 is average. By Year 2, competent, fluent readers are clearly reading to make sense as well as using phonic knowledge to sound out unfamiliar words. They need to be reminded that they do not have to sound out words that they already know. They say how much they enjoy reading to older children in the school. By the end of Year 6 pupils read with confidence and enjoyment, read with expression and can express preferences for favourite authors.

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Learning is purposeful and enthusiastic and pupils have good attitudes to learning, enjoy collaborative, practical activities and work well together. The school has focused on improving writing and pupils are enjoying writing in a range of genre with the impact becoming evident in pupils' current work. For example, pupils use expanded noun phrases when writing leaflets, such as 'high quality slopes with challenging ramps for experts'. The school has correctly identified the need to further develop skills in grammar, punctuation and spelling and to continue to focus on improving boys' achievement in writing. Reading, writing, communication and mathematical skills are used well across the curriculum. Pupils' good attitudes to school and their determination and perseverance support their learning very well.

Quality of teaching

Almost all parents and carers feel that their children are taught well and most pupils feel that teaching is good. This positive view is confirmed by inspection findings. Clear, established routines mean pupils settle quickly to start their learning. Pupils describe their lessons as fun and interesting and feel they are supported to do as well as they can so they work hard and want to do their best. Work is generally pitched at the right level to provide appropriate challenges for all abilities so that pupils learn at a good pace, demonstrated well when tackling challenging work on fractions in Years 5 and 6. Disabled pupils and those who have special educational needs and those who start at the school in different year groups are fully included in all lessons. This is because teaching assistants provide good support for the groups and individuals they work with. A notable feature of teaching seen across the school is the opportunity pupils have to develop their speaking and listening skills through sharing their ideas and thoughts with 'talk partners' and adults. A group of boys writing leaflets for a 'mountain village' agreed that this helped them to have lots of ideas about what to write. Sometimes, however, although pupils have opportunities to write in different styles, which they enjoy, they are not able to pitch the writing appropriately as they do not know the audience. On these occasions, writing tasks become less 'real' and meaningful and pupils, especially boys, are less committed to their writing. Teachers' good subject knowledge and skilled questioning mostly stretch pupils' learning. Regular marking and feedback give pupils good pointers on how to improve their work. Teachers check pupils' understanding throughout lessons to correct any misunderstandings, seen to good effect when pupils in Year 1 were learning to understand positional language in mathematics. Some teachers' assessments of what level pupils are working at the end of a year are less secure. On occasion, assessments that are overgenerous can sometimes have an adverse impact when gauging pupils' progress over time and mask the good progress that is actually made. Teaching and the curriculum effectively motivate and inspire pupils and promote a good work ethic, independent learning skills and pupils' spiritual, moral, social and cultural development. In the Early Years Foundation Stage there is a good balance of activities that are directed by adults and those where children can make their own choices. The classroom and outdoor area provide stimulating learning environments to promote progress in all areas of learning. There is a good focus on children's early reading, writing and number skills that are promoted well, for example, in the café role-play area.

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Behaviour and safety of pupils

Parents and carers agree that the school keeps children safe and that behaviour in the school is good. These views agree with inspection findings. Most pupils in their questionnaire also said that behaviour is good and that they feel safe in school. A few felt that behaviour was good only sometimes, but behaviour around the school and in lessons during the inspection was good with pupils showing care, respect and kindness towards each other and adults. School records show that this is typical of behaviour over time. Pupils are aware that there are one or two pupils who find it hard to behave as well as others but show acceptance of their needs and say that teachers never let any inappropriate behaviour stop them learning. The behaviour policies are well established and promote high expectations that pupils meet. As a result, they manage their own behaviour well with little intervention from adults. Good relationships and the atmosphere and ethos of the school make a positive contribution to pupils' learning and their spiritual, moral, social and cultural development. Discussions with pupils indicate that they understand what constitutes bullying in all its forms including cyber bullying and prejudice-based bullying. They said they are confident that there is no bullying in school and that if there is the occasional falling out, they usually sort it out themselves. They are equally confident that if anything more serious were to occur, the school would act quickly and effectively.

Leadership and management

There is a shared drive to tailor the provision to provide the best possible learning experiences for each child in this school community. As a consequence, equality of opportunity is promoted well and the school ensures that pupils learn in a safe, secure and supportive environment without fear of discrimination. Arrangements for safeguarding meet all statutory requirements. Almost all parents and carers rightly feel that the school takes good care of their children.

Leadership capacity is developed well with all leaders, including the governing body, taking a key role in monitoring and evaluating the work of the school with shared high expectations and ambition. Tracking systems and staff discussions provide detailed information about the progress of individual pupils although some of the information passed on from year to year that links pupils' progress to National Curriculum levels lacks accuracy. Leaders analyse the outcomes for different groups of pupils to inform future planning and where to target support. The information is not always presented efficiently enough to enable a clear overview of the school's performance. School improvement planning is clearly focused on the right priorities as a result of rigorous monitoring and self-assessment. The school has successfully improved the aspects given for improvement at the last inspection and consolidated previous overall good performance demonstrating a good capacity for further improvement.

The curriculum is effective because there is a strong focus on the development of

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literacy and numeracy as well as the good promotion of spiritual, moral, social and cultural development. A good range of extra activities including trips and visitors to school enriches pupils' learning and broadens their experiences. A few parents and carers would welcome more after-school activities for younger pupils and more sporting opportunities with other schools, an area that the school has already identified. Parents and carers are extremely positive about all aspects of the school's work. They are encouraged to be involved in all aspects of school life and the school engages them well, providing regular communication on their children's progress and school events. One parent's comment sums up the views of many, 'All of the teachers, teaching assistants and office staff are extremely kind and helpful.'

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 March 2012

Dear Pupils

Inspection of Tatsfield Primary School, Tatsfield, TN16 2AH

Thank you very much for the welcome you gave us when we visited your school. We really enjoyed visiting your lessons, talking to you and your teachers and looking at the work you have been doing. You are very polite, friendly and interesting to talk to and we appreciated the way you helped us find out about your school. You are right to enjoy coming to Tatsfield because it is a good school.

- You are beginning to make much better progress in your writing, well done for this.
- The very positive attitudes you have to learning and your determination to succeed are two of the main reasons why you are doing well, including those of you who find learning harder than others.
- Although in your questionnaires you were not all sure about this, your behaviour is good. You learn together well and support and care for each other.
- You think teaching is good in your school and we agree. Teachers plan interesting lessons to help you learn well and motivate you and give you work that is just right for each one of you.

Although the school is doing well there are still things it can improve. I have asked the headteacher to make sure that all the detailed information he has on the progress you make is put together to give a clear picture for the whole school and for some of the teachers to be more accurate when they link your work to a National Curriculum level. I have asked your teachers to make sure you carry on improving your writing by:

- helping you all, but especially the boys to make faster progress
- providing you with more opportunities to write for real audiences and purposes
- continuing to develop your skills in grammar, punctuation and spelling but making sure that you carry on enjoying writing.

Thank you once again for all your help. We hope that you will all continue to enjoy coming to school and try your hardest to do your very best all the time so that you are even more successful in the future.

Yours sincerely
Margaret Coussins
Lead inspector

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