

Tadworth Primary School

Heathcote, Tadworth, Surrey, KT20 5RR

Inspection dates 1–2 April 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a caring school, popular with parents, pupils and staff. Pupils are safe and happy, and this is reflected in their good attendance and their positive attitudes to learning.
- Pupils achieve well. From starting points that are generally typical of those expected for their age, they make good progress and leave school with attainment that is above average.
- Pupils make good progress because leaders and managers carefully check how well each individual is doing and put in place extra support to help those struggling to catch up. As a result, no group falls behind. Pupils do well in all subjects, and reading is a particular strength.
- Teaching is consistently good. Tasks are imaginative and stimulate pupils to think in a variety of ways.
- Marking enables pupils to make good progress in reading, writing and mathematics, because pupils are helped to see how they can improve their work in the future.
- The school keeps pupils very safe. They feel secure and confident, and know how to keep themselves safe.
- Pupils behave well, and are polite to visitors and considerate towards one another.
- The school promotes pupils' spiritual, moral, social and cultural development very well, including in lessons and in assemblies. Pupils respect others and know right from wrong.
- The school is well led. School leaders, including middle leaders and governors, know their school well and understand its strengths and areas for improvement.
- They have successfully addressed the recommendations from the previous inspection, so that attainment in writing and mathematics has risen.
- Plans for the future are detailed and cover the right priorities. The school is well placed to improve further.

It is not yet an outstanding school because

- Teachers' expectations of what pupils can do are not always high enough.
- Leaders and managers do not always secure enough outstanding teaching to enable pupils always to make the most rapid progress they can.
- Marking of pupils' topic and science work does not match the quality of that in their English books.

Information about this inspection

- Inspectors visited 23 lessons across a range of subjects, most observed jointly with the headteacher or deputy headteacher.
- Inspectors listened to pupils read and looked at samples of their work.
- Meetings were held with senior leaders, teachers with responsibilities for specific subjects, a representative of the local authority, and groups of pupils. A meeting was held with the Chair and two other members of the Governing Body. Inspectors took account of the views of staff in 46 questionnaires.
- There were 93 responses to Parent View, the online survey of the views of parents. Inspectors considered these, and also spoke to a number of parents during the inspection.
- Inspectors observed the school's work, and looked at a range of documents including the school's own views of how well it is doing, its plans for the future, information on pupils' attainment and progress, safeguarding information, records relating to behaviour and safety, and minutes of meetings of the governing body.

Inspection team

Natalia Power, Lead inspector	Additional inspector
Peter Thrussell	Additional inspector
Avtar Sherri	Additional inspector

Full report

Information about this school

- Tadworth Primary is larger in size than the average primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, is much lower than the national average.
- The proportion of pupils from minority ethnic heritages is well below average. The proportion of pupils who speak English as an additional language is lower than average.
- The proportion of pupils who receive extra help in class (school action) is lower than average. The proportion who need more help than this (school action plus) or who have a statement of special educational needs is also lower than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- When checking teaching, make sure that teachers' expectations of what pupils know, understand and can do are high, in order to reach consistently outstanding levels of teaching.
- Make sure that all teachers mark pupils' topic and science work as thoroughly as they mark their English books.

Inspection judgements

The achievement of pupils

is good

- Pupils achieve well. They make good progress throughout their time at school, and no group falls behind. This shows how pupils benefit from the school's commitment to equality for all.
- Children get off to a good start in the Reception year, arriving with language and number skills that vary but overall are typical of those expected of their age. As a result of the good care and good teaching they receive from all the adults, they make good progress in their learning, leaving the Reception year as confident, articulate learners.
- Robust information about pupils' achievement provided by the school shows that, through consistently good teaching, pupils in each year group do well. This is borne out by pupils' performance in the national tests taken at the end of Years 2 and 6, which confirms that pupils generally do well in both English and mathematics. At the end of Year 6, results are typically above average in reading, writing and mathematics. In 2013, results were well above average.
- Pupils' achievement is not always outstanding, however, because teachers do not always give pupils challenging and stimulating enough tasks.
- The school provides well for pupils of all abilities including those with a range of additional needs. The most able pupils achieve well. For example, in 2013, a higher than average proportion of Year 6 pupils gained levels in reading and mathematics more typically reached by pupils after a year or more at secondary school.
- Pupils from a wide range of different backgrounds, and those who speak English as an additional language, make equally good progress. This is because their needs are identified early and effective support is given.
- The school gives good additional support to disabled pupils and those who have a range of special educational needs, both within the classroom and in small withdrawal groups. As a result, these pupils make similar good progress to the others in the school.
- Pupils do well in reading, because the school works in close partnership with parents and carers to foster a love of reading. Pupils are encouraged to read at home as well as at school, and this makes a valuable contribution to their learning. Pupils who read aloud to the inspectors spoke enthusiastically of the school library, and how much they enjoyed choosing books for themselves. As a result of the school's successful focus on reading, the proportion of pupils in Year 1 that reached the expected standard in the 2013 check of their reading skills was above average. Year 6 pupils also consistently do better than average in the national reading tests.
- The school has a positive effect on the learning of the small numbers of pupils supported by the pupil premium. In 2013, for example, the gap between eligible pupils and all others was average in writing, but these pupils were a term behind their classmates in reading and mathematics. Inspectors looked at the starting points and additional needs of pupils in these small groups, and found that they achieved well.
- The school's reliable information about current pupils' attainment and progress indicates that those who are eligible for the pupil premium are likely to gain similar results to others in the school.

The quality of teaching

is good

- Teaching is consistently good throughout the school, and this secures good learning and progress. Pupils are encouraged to think in a variety of ways as much as possible, through expert questioning and through brief, but focused, discussions with one another.
- Pupils learn well because the teachers expect them to do well. As a result, they rise to the challenge provided. Pupils' learning and progress are not always outstanding however, and this is because teachers do not always give pupils challenging and stimulating enough tasks.
- Planning usually takes good account of the differing needs and abilities of the pupils. This

ensures that all groups, including the most able, make similar progress and that none get left behind.

- Pupils' English and mathematics work books are marked consistently well, so that pupils know clearly how to improve. Teachers insist that pupils present their work neatly, and this encourages them to take a pride in their work. However, marking of topic and science work does not always meet these standards and, as a result, pupils sometimes take less care and do less well in their work in these subjects.
- Teaching assistants make a valuable contribution to the learning of pupils, particularly those who have a range of additional needs, helping them individually and in small groups. This particularly helps pupils who are learning English as an additional language, and those who struggle with their work, to make similar progress to others.
- Classrooms are well organised, and there are helpful and attractive displays on the walls, so that pupils can quickly see for themselves how they can improve their work and tackle the activities they are doing more effectively. Pupils' work is also well displayed.
- Pupils enjoy learning when actively involved in thinking and doing. Year 6 pupils enjoyed editing a piece of writing based on the topic of Roman gladiators. This prompted one pupil, for example, to replace the term 'face camouflage' with the stronger and more direct term 'iron visor'. Year 3 pupils enjoyed bringing their storyboard stories to life by enacting them with plastic figures.
- Children in the Reception classes have activities that promote their reading, writing and number skills well, both in the indoor and outdoor play areas. For example, the Easter bunny was used effectively to bring children's learning of sounds and letters to life, and to stimulate their imagination and sense of wonder.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They have positive attitudes to learning, and teachers rarely have to bring them to order.
- Behaviour is not outstanding because, very occasionally, pupils become restless and lose concentration, particularly when too little is expected of them.
- Pupils from different backgrounds get on well with one another and play peaceably together. The school encourages pupils to understand and to value different cultures, and school leaders ensure that there is no discrimination.
- The school develops pupils' spiritual, moral, social and cultural qualities very well. For example, in one Year 5 assembly, pupils spoke confidently in front of an audience of parents, carers and visitors. They had clearly given a great deal of reflection and thought to their retelling of fairy tales. Such events promote a strong sense of community, drawing in family and friends, and enabling all to feel part of the school's family.
- Pupils report, and school records confirm, that there is no bullying, including racial or cyber bullying and that pupils get on well with one another.
- Pupils told inspectors that the good behaviour seen during the inspection was typical. A representative comment from one pupil was, 'We're all friends. No one is sad.'
- Children in the Reception classes play considerably and quietly indoors and outdoors. They have many opportunities to develop their social skills in sharing and taking turns.
- The school's work to keep pupils safe and secure is good. All staff are trained in child protection procedures, and volunteers working in the school receive training in safeguarding.
- Pupils told inspectors that they feel safe, and they are taught to watch out for possible dangers when they are out and about, or whilst using computers.
- Parents and carers told the inspectors that they are confident that the school is safe. Their positive responses to the online survey of their views showed that they feel satisfied that the school keeps their children safe and looks after them well.

The leadership and management are good

- Leadership is good. Leaders have created a stable and supportive team that provides a caring environment for all the pupils. As a result, the pupils feel secure, behave well, and are ready to learn.
- Leaders have fully met all the recommendations from the previous inspection. For example, pupils now have plenty of chances to improve their writing skills by analysing the writing of others, and editing their own, to improve the quality.
- Leaders, including those who are responsible for particular areas of the school's work, check the pupils' progress regularly and carefully to make sure that all are making good progress and receiving the right support to meet their needs.
- Leaders know their school well and are accurate in pinpointing its strengths and what remains to be done. Their plans for the future are detailed and cover the right priorities.
- The headteacher, his deputy and the middle leaders are effective in ensuring that the quality of teaching is consistently good. Their lesson observations clearly take account of how well the pupils are learning. However, although leaders are thorough and supportive of the teachers, they have not yet secured enough outstanding teaching to enable pupils' achievement to be outstanding.
- The local authority provides effective light touch support for this good school.
- The additional funding the school receives for sport has been used effectively to promote wider participation in such activities as dance and skipping with long and short ropes.
- Leaders and managers foster good links between school and home. The school enjoys the support of the great majority of parents and carers who spoke to inspectors or who responded to Parent View. Almost all parents would recommend the school to others. Parents told inspectors that their children had grown in confidence since coming to the school, and reported that the staff were approachable and quickly sorted out any concerns they might have.
- The range of subjects taught have a good focus on the basic skills of reading, writing and mathematics, and this prepares pupils well for the next stage of schooling. Outside the classroom, pupils have many chances to learn new skills. Pupils told inspectors that they particularly enjoy trips to places of interest, and chances to sing and learn an instrument. Pupils willingly support their local community, and inspectors enjoyed hearing part of their enthusiastic preparation for a charity concert, planned and performed by themselves.
- **The governance of the school:**
 - Governors know the school very well. They take an active interest, visiting the school and reporting their findings to other governors.
 - Governors have a clear understanding of how well the pupils achieve in relation to those in other schools. They are familiar both with published figures on the school's performance and, through the headteacher's detailed reports, with the school's own figures on pupils' achievement.
 - Governors have a good knowledge of the quality of teaching, and visit classes to see for themselves how well the pupils are learning. They have an accurate understanding of the link between teachers' pay and the progress made by pupils, and this ensures good value for money.
 - Governors make sure that the additional funding for the pupil premium and for the promotion of sports is spent wisely, and are fully aware of the positive impact it is having.
 - Governors are very well trained and knowledgeable about safeguarding issues and safe recruitment. They effectively carry out their statutory obligation to keep the pupils safe. They ensure equality of opportunity for all, so that all groups of pupils make good progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125296
Local authority	Surrey
Inspection number	431444

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	392
Appropriate authority	The governing body
Chair	Nigel Warwick
Headteacher	Justin Kelly
Date of previous school inspection	20 May 2009
Telephone number	01737 354541
Fax number	01737 373820
Email address	info@tadworthps.surrey.sch.uk

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