

# Tweeddale Primary School

Tweeddale Road, Carshalton, SM5 1SW

**Inspection dates** 2–3 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress across the school and do not achieve as well as they should. Their achievement in mathematics is not as good as it is in reading and writing. Teaching is not good enough to ensure that all pupils make consistently good progress. Some teachers provide work that is too easy for pupils, particularly in mathematics.
- Although they mark pupils' work regularly, all teachers do not ensure that pupils act upon their advice and guidance. Pupils do not always understand what is expected of them to be successful when their work is assessed.
- All teachers do not pick up on pupils' mistakes to develop their understanding. Although they ask plenty of questions, these are often at a low level and do not promote pupils' learning deeply enough.
- Leaders, managers and governors have not ensured that teaching and achievement have improved enough to be good following a decline after the previous inspection.
- The targets leaders set for pupils are too low and offer little challenge to the most able pupils.
- Subject leaders have had recent training and support but have not yet had time to develop their skills by supporting their colleagues.
- Management systems to record data are overcomplicated and, consequently, subject and other leaders do not have a clear view of the school's strengths and areas for improvement.
- Governors do not have systems to ensure that policies are regularly reviewed and evaluated within the correct timescales. They do not have an approach to show how actions for improvement can be achieved or monitored over the longer term.

### The school has the following strengths

- Children get off to a good start in the early years. They are taught well in both the Nursery and the Reception classes. They make good progress and are well prepared for Year 1.
- Staff are very caring and go out of their way to support those pupils who find some aspects of school difficult to manage from time to time.
- Pupils' behaviour is good. They enjoy coming to school, and this is reflected in their attendance, which has improved and is now average. Pupils feel safe in school.
- Pupils get on very well together regardless of their background. They have a good understanding of values such as democracy and respect, and consequently, racial harmony is strong.

## Information about this inspection

- Inspectors observed pupils working in 16 lessons or parts of lessons, six of which were observed jointly with senior leaders. They also made short visits to classrooms to see different curriculum activities. Inspectors looked at pupils' work in their books and they listened to a sample of pupils read in Year 2. Inspectors attended two assemblies, and they observed pupils in classrooms and in the playground at break times.
- Among the documents scrutinised were records relating to pupils' behaviour and attendance, school plans for improvement, and information about pupils' learning and progress. Inspectors also checked documentation showing how the school keeps pupils safe in school.
- Meetings were held with school leaders, groups of pupils and with the Chair of the Governing Body. Inspectors also met with an adviser from the local authority.
- The views of parents were considered by taking into account the 21 responses to the online survey, Parent View, as well as meeting parents informally during the inspection. Staff views were considered by analysing the 20 responses to the staff questionnaire.
- Teaching was not observed in Year 6 classes because most Year 6 pupils were visiting their respective secondary schools during the inspection.

## Inspection team

Joy Considine, Lead inspector	Additional inspector
David Howley	Additional inspector
Liz Kissane	Additional inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school and pupils are taught in single-age classes.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils supported by the pupil premium is much higher than that found in most schools. This is additional funding provided by the government to give extra support to those pupils known to be eligible for free school meals and to children who are looked after by the local authority.
- The proportion of pupils who are from minority ethnic backgrounds and who speak English as an additional language is higher than usual.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- A children's centre, and breakfast and after-school clubs, are situated on the school premises. These are run separately and were not part of this inspection.
- There is provision for children in the Nursery and Reception classes. Children attend Nursery on a part-time basis, and in the Reception classes, they attend full time.
- There have been significant changes to the teaching and the leadership team since the previous inspection. There have been three headteachers in that time. The current headteacher joined the school in April 2013 and was appointed to the substantive post in April 2014. The leaders for English and mathematics took up their posts in September 2014 and the deputy headteacher was appointed from January 2015.

### What does the school need to do to improve further?

- Provide consistently good or better teaching to secure good progress for pupils across the school by ensuring that:
  - the level of questions that teachers ask deepens pupils' knowledge and understanding
  - pupils are provided with opportunities to act upon teachers' advice and guidance
  - pupils are clear about how their work will be assessed.
- Raise pupils' achievement in mathematics by:
  - making sharper use of assessment information to plan lessons that build on what pupils already know and can do
  - providing a higher level of challenge by increasing the opportunities for pupils to apply their numerical skills to explore the relationships between numbers and to solve written problems.
- Improve leadership and management, including governance, by:
  - establishing an approach to show how the school is going to carry out and check those actions for improvement that will take place over a longer period of time
  - streamlining systems for recording and managing data and information so that all staff have a clear view of the school's strengths and areas for improvement
  - raising teachers' expectations of what pupils should learn in every year group
  - ensuring governors have systems to review all policies within the required timescales.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management

### require improvement

- Since the previous inspection, the school went into a short period of decline following several changes in leadership. Current leaders are taking action to reverse the decline but have not yet secured good achievement for all pupils across the school.
  - School leaders are ambitious and have taken steps to create a culture in which everyone is expected to do their best both academically and socially. Consequently, pupils behave well and have positive attitudes towards learning even though teaching is not yet consistently good.
  - Current leaders have an accurate understanding of the school's strengths and what needs to be improved. Although they have set targets for pupils' learning, these are not high enough to bring about the rapid improvements required. The school's current plan for improvement identifies their short-term aims and targets. However, the absence of a longer-term approach means that they have not planned actions that will lead to improvements over a longer period of time.
  - School leaders addressed previously weaker teaching so that none is now inadequate. They manage teachers' performance through setting teachers targets for improvement. All teachers are now held to account for the progress pupils make.
  - Leaders regularly check teaching by formally observing lessons as well as informally 'dropping in'. They provide teachers with constructive feedback about how their teaching can be improved. Teachers act upon this guidance and, consequently, teaching across the school is improving.
  - Subject leaders are working hard to improve pupils' achievement and this has already led to improvements in the way in which phonics (letters and the sounds they represent) is taught. They have received training from the local authority but have not yet had time to secure good achievement for all pupils. Owing to the school's complicated systems to record performance information, they do not have a good enough overview of what most needs to be improved.
  - The use of pupil premium funding has been reorganised to provide a good level of support to disadvantaged pupils. It has widened the range of opportunities available to them and so they make good progress academically as well as socially. Some funding has been used to subsidise educational visits and to enable pupils to attend breakfast club at the adjacent children's centre. Funding has also been used to provide additional help in classrooms to support these pupils. As a result, their progress is beginning to accelerate and gaps in attainment with other pupils are closing more quickly than in the past.
  - The curriculum is well planned and provides plenty of opportunities for pupils to use literacy and numeracy skills when learning other subjects. For example, in Year 4, pupils produced some good quality writing based on their topic on Vikings. There is a good range of additional activities such as music and art that add to pupils' enjoyment of school and that contribute well to their spiritual, moral, social and cultural development.
  - Pupils learn about British values and culture through assemblies and through the topics they study. They enjoy working and playing alongside those from other backgrounds, reflecting the strong racial harmony that exists across the school. There is no discrimination and all pupils are treated equally and fairly. The school promotes an early understanding of the democratic process through elections to the school council and for 'eco-warriors'. Consequently, pupils are well prepared for life in modern Britain.
  - The primary sports funding is used very effectively to increase the range of sports and physical activities available to pupils. Part of it funds a coach from a local Premier League football club who works with both staff and pupils to increase pupils' enjoyment and skills in a variety of sports. Pupils enthusiastically take part in a range of activities that keep them fit and healthy.
  - The school has responded positively to the effective support provided by the local authority. This has led to recent improvements to the quality of teaching and pupils' progress.
  - Arrangements for keeping pupils safe in school meet all statutory requirements. All procedures for safeguarding, including staff training, are effective. The school has good procedures to support those pupils whose circumstances may make them more vulnerable.
  - The large majority of parents who spoke to inspectors or who responded to Parent View were confident that the school was led and managed well, and takes seriously any concerns they may have.
- **The governance of the school:**
- Governance is not yet fully effective. Although they provide a good balance of support and challenge to school leaders, governors do not have an approach showing how the school is to tackle weaknesses in those aspects that will take longer to achieve.
  - Governors manage finances well and ensure that all policies are regularly reviewed. However,

occasionally, timescales slip and some policies are not always updated within the expected period of time.

- Governors took decisive action following the decline in standards following the previous inspection. They appointed a new experienced headteacher to lead the school from April 2013. This was initially on an interim basis but, following extensive recruitment procedures, he was appointed to the substantive post with effect from January 2015. Governors have worked in close cooperation with school leaders to bring about the required improvements. They know that teaching requires improvement and they know that steps are being taken to secure better teaching across the school. They know that staff all have performance targets linked to pupils' progress and that only the best teaching is financially rewarded.
- Governors use published performance information to evaluate how well the school achieves in comparison with other schools. They know that pupils do not make enough progress consistently well across the school and they hold leaders to account for this. In meetings, they ask challenging questions, focusing on how effective the school's actions are in bringing about improvements.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils enjoy coming to school because staff provide a warm and welcoming environment for them. Pupils behave well in lessons and when they move around the school at break times. This contributes in no small part to the happy and calm atmosphere in school. Pupils' attendance has improved and is now average, and the percentage of pupils who are persistently absent has reduced.
- Pupils are polite and courteous, and helpful to each other and visitors. They get on very well together regardless of background and show respect towards each other and adults. They understand teachers' expectations for their behaviour and they respond accordingly.
- The school is particularly skilled in supporting those pupils who sometimes find some aspects of school difficult to manage. These pupils are helped by trained adults who provide them with activities in a 'nurture group'. In this setting, they are encouraged to share their worries and concerns until they are confident enough to return to the classroom.
- There is a wide range of activities available for pupils at lunchtimes. Some of these are organised by adults, including the sports coach, and others pupils choose for themselves. Consequently, there is always something to do and someone to play with.
- Pupils' behaviour is not outstanding because, very occasionally, in those lessons where pupils are not sufficiently challenged in their learning, they become distracted. However, lessons are rarely disrupted by poor behaviour.

### **Safety**

- The school's work to keep pupils safe and secure is good. Pupils feel safe in school because staff provide them with a high level of care and support.
- Pupils know about different forms of bullying. Teachers help them to understand the dangers associated with social media and so pupils know they should not make unkind remarks about each other when using the internet. Pupils say that there is very little bullying but, should they have a concern, they know staff will address it quickly.
- School records show very few reported incidents of racist behaviour or bullying or poor behaviour.
- Pupils know how to stay safe outside school because the curriculum provides ample opportunities for them to learn about the dangers associated with roads and railways. They also know not to approach strangers and never to give out personal information when using computers.
- Parents and staff agree that pupils behave well, and are safe and happy at school.

## **The quality of teaching** requires improvement

- Teaching requires improvement because it is not good enough to secure good progress for all pupils across the school. The quality of teaching varies between year groups and this leads to inconsistent progress for some pupils.
- Some teachers do not use assessment information well enough to plan lessons that are at the right level for pupils, particularly in mathematics. This is largely because the work provided for pupils is too easy. Some teachers are not clear about what pupils already know and can do, and they provide work that

repeats what they have already learned. There are too few occasions when pupils use their numeracy skills to reason, explore mathematical relationships and solve written problems.

- In some classes, pupils do not progress as well as they should because they are not clear about what is expected when their work is assessed and they become confused about what specifically they are to do.
- Some teachers mark pupils' work thoroughly and provide them with clear information about how well they have done and what they need to do to improve. This undoubtedly leads to pupils making good progress, particularly in Years 5 and 6, where pupils act upon teachers' advice and guidance. However, this good practice is not consistent across the school. In some classes, teachers do not ensure that pupils follow up their comments, and so pupils repeat their errors and do not progress as well as they should.
- The quality of work in pupils' books has improved. For example, in Year 5, teachers provided pupils with stimulating resources such as the sonnet, *'Upon Westminster Bridge'* by William Wordsworth, enabling pupils to create their own sonnets. They are taught to write neatly and legibly from an early stage, and so, by the end of Year 6, they write fluently and confidently both in their literacy and their topic work. Just occasionally, in Years 3 and 4, all teachers do not have the same high expectations and they allow poor work to go uncorrected, and this slows pupils' overall progress in writing
- The teaching of phonics and reading has improved. By the end of Year 2, pupils have a range of skills that they use to read competently and with enjoyment. Teachers regularly assess pupils' reading skills by listening to them read individually or in small groups, and this increases their rates of progress.
- Teaching assistants are trained well and provide good support to disadvantaged pupils as well as disabled pupils and those who have special educational needs in reading and writing. They work in close partnership with teachers to help pupils in class or by providing identified pupils with specific programmes of work to help them to overcome their difficulties.

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because it is not consistently strong across the school.
- After a period of decline, pupils' attainment is rising and is now broadly average in reading, writing and mathematics at the end of Key Stage 1.
- According to the most recent assessment information, pupils' attainment in reading and writing improved at the end of Year 6. Pupils' attainment in mathematics is lower than in reading and writing.
- Disabled pupils and those who have special educational needs make similarly uneven progress across the school. Where the support they are given is tailored to their specific needs, they make good progress, particularly in reading and writing. However, they do not always have enough support in mathematics and so they do not progress as well as they should.
- The most able pupils do not achieve as well as they should, particularly in mathematics and in Years 3 and 4. This is because they are not provided with the level of work that offers the challenge they need. Consequently, too few pupils reach the higher levels of attainment by the end of Year 6.
- Work in pupils' books shows that they make good progress in writing in Years 5 and 6, reaching levels that are above those expected for their age. They write for a variety of purposes using imaginative vocabulary to add interest to their work. Their spelling, punctuation and grammar are accurate and their handwriting is usually neat and legible. Work in their books is presented to a high standard.
- Pupils who speak English as an additional language make good progress and often achieve better than other pupils. This is because they are helped to make good progress in learning English and so they catch up quickly with their classmates.
- Many disadvantaged pupils also have disabilities or special educational needs and so they do not always attain similar levels to their classmates. In the national tests in 2014, they were about three terms behind their classmates in writing, two terms behind in reading and a term-and-a-half behind in mathematics. In comparison with other pupils nationally, they were about three terms behind in reading, writing and mathematics. Gaps narrowed between these pupils and their peers and other pupils nationally in reading and writing but not in mathematics. Progress was slightly slower for these pupils than other pupils nationally. However, given their relative starting points, many of these pupils made good progress, particularly in reading and writing.
- Assessment information held by the school shows that pupils are benefiting from the way in which the pupil premium is used. The gaps in attainment have now closed significantly, particularly in writing in most year groups.

### The early years provision

### is good

- Children get off to a good start in the early years. They make good progress and are well prepared for Year 1. They begin Nursery with skills that are lower than those typical for their age. This is especially the case in communication and language, and understanding of number, shape and space. By the end of the Reception Year, the proportion of children reaching a good level of development is broadly similar to the national average.
- The leadership of the early years is good. The early years leader has a good knowledge and understanding of the learning needs of young children. She has established a delightful environment in which children feel safe, happy and secure, and in which they behave well. All adults are clear about routines, and so children know and respond to the expectations of staff. Both the indoor and outdoor areas are well equipped with good-quality resources and provide a warm and welcoming environment for young children.
- Teachers use assessment information to plan learning experiences and activities that capture children’s imagination and inspire them to learn. The way in which phonics are taught is now more structured than it used to be and so children progress well in learning their letters and sounds.
- Teaching is good. Most teachers are skilled at developing children’s understanding through questions and this increases their rates of progress. However, some teaching assistants do not have this skill and opportunities to extend children’s learning through deeper questioning are sometimes missed, and this is why the early years is not yet outstanding.
- Children show resilience and perseverance, and are not afraid to try things out to see what happens. They learn and play well together, and share and take turns. There is a good balance of activities that children choose for themselves as well as those that are led by adults.
- Children’s achievements are recorded through notes, photographs and their own work. This is shared with staff and parents, and used to inform planning for the next week. Parents are kept informed of their child’s progress and are invited to contribute to their child’s record of learning.

## 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	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.  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.

## School details

<b>Unique reference number</b>	134165
<b>Local authority</b>	Sutton
<b>Inspection number</b>	449694

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	456
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Gallop
<b>Headteacher</b>	Michael Lovett
<b>Date of previous school inspection</b>	23 June 2010
<b>Telephone number</b>	020 8644 5665
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