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24 July 2018

Mr Justin Kelly
Headteacher
Tadworth Primary School
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Dear Mr Kelly

Short inspection of Tadworth Primary School

Following my visit to the school on 17 July 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in April 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You lead with determination and purpose and have developed a strong and ambitious leadership team which places the pupils at the heart of all it does. This is a very happy school; parents and carers and pupils are delighted to be here. Every parent who responded to the Ofsted Parent View survey would recommend the school to others. One parent noted, 'My children love it here because the school is so warm, friendly and supportive.'

Pupils and staff enjoy very strong relationships in class. Pupils work hard and are productive in lessons. Their high-quality writing is well presented and representative of the pride they take in their learning. They enjoy the opportunities that the curriculum offers. For example, pupils in Year 5 compared the lives of Athenians and Spartans and put on a short play to demonstrate their findings. Pupils are tolerant and caring towards each other. Pupils reflect carefully on their 'value of the month' and are respectful of those with beliefs, heritages and abilities different from their own. The 'language of the month' initiative encourages pupils to celebrate other cultures and to learn words and greetings in their peers' first language. This brings a feeling of community and inclusivity to the school. One pupil told me, 'It would be very boring if we were all the same.'

Governors are skilled and inquisitive. They visit the school regularly to check the impact of leaders' work and offer the right balance of challenge and support to leaders. Governors take their role seriously and use their training to help support improvement. For example, having attended a recent training session, governors

recommended that the designated safeguarding leaders' photos were displayed in the front office so that visitors to the school knew exactly whom to speak to if they had concerns.

At the time of the last inspection, you were asked to refine systems for assessing pupils' understanding so that work could be closely matched to pupils' needs. Teachers and support staff now question pupils well in lessons. They use the information gathered to check pupils' understanding and offer them further challenge and support when appropriate. When pupils need extra help, the skilled team of teaching assistants is on hand to offer support and simplify complex concepts. As a result, pupils who fall behind catch up quickly.

Safeguarding is effective.

Systems for safeguarding pupils are well maintained and fit for purpose. Staff undergo thorough checks and training before they commence employment in the school. They are confident and knowledgeable about a range of safeguarding issues both nationally and in the local area. When concerns are identified, staff pass these on to leaders who take the appropriate action to get families the help they need. Leaders and governors are tenacious and unrelenting in their pursuit of support if they feel that external agencies are not acting with the expedience and efficacy that families require.

Pupils know how to keep themselves safe. In Year 1, pupils learn how to cross the road safely and understand the importance of looking and listening out for oncoming traffic. Pupils and parents receive regular updates on how to stay safe online and appreciate the school's ongoing support as technology changes rapidly.

Inspection findings

- At the start of the inspection, we agreed to look at the effectiveness of safeguarding arrangements; the progress of pupils, including those who are disadvantaged, in mathematics; the effectiveness of support for pupils who have special educational needs (SEN) and/or disabilities and how effectively leaders evaluate and develop the school.
- Last year, leaders refined the mathematics curriculum to ensure that pupils were able to divide, multiply, add and subtract efficiently and quickly. Pupils practise their calculations and times tables regularly and particularly enjoy access to mathematics websites, so that they can continue their learning at home. Leaders keep a close eye on the progress of all pupils, particularly those who are disadvantaged, and use this information to direct additional resources to ensure that these pupils make strong progress. Systems for teaching mathematical reasoning are developing but are not yet securely established across the school. As a result, some pupils do not make the progress they are capable of in mathematics.
- The deputy headteacher knows the pupils well and works closely with staff, families and external agencies to identify pupils who have SEN and/or disabilities. The plans for support are well judged and closely matched to pupils' needs. A

team of skilled teachers and teaching assistants support pupils well, adapting tasks appropriately and removing any barriers to their learning. As a result, these pupils make strong progress from their starting points.

- Leaders and governors use a wide range of evidence to evaluate the school and develop ambitious and appropriate plans for improvement. The skilled team of middle leaders works collaboratively to enhance and improve their areas of responsibility. For example, the behaviour leader keeps a close eye on any pupils who need support and offers useful coaching and development to staff so that they can help pupils to achieve their best. Your systems of delegation are highly effective. Senior leaders provide useful guidance for phase leaders who, in turn, help subject leaders to support teaching staff. This trickle-down effect ensures that the capacity of your leadership team has grown since the last inspection. Leaders at all levels are well placed to drive further improvement in the school.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- pupils' progress in mathematics accelerates so that greater proportions attain at a high standard.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Surrey. This letter will be published on the Ofsted website.

Yours sincerely

Daniel Lambert
Her Majesty's Inspector

Information about the inspection

I met with you, senior and middle leaders, and four governors. I observed learning in five classes, all jointly with senior leaders. Together we looked at pupils' work. I analysed a range of the school's documentation, including information about pupils' achievement, the school improvement plan, and safeguarding checks, policies and procedures. We discussed your evaluation of the school's effectiveness. I considered 137 responses to Ofsted's online survey, Parent View, and spoke to parents at the beginning of the day. I scrutinised the results of Ofsted's pupils' survey and gathered the views of other pupils throughout the day.