

Inspection of a good school: Haslemere Primary School

Brooklands Court, Haslemere Avenue, Mitcham, Surrey CR4 3PQ

Inspection dates: 3–4 March 2020

Outcome

Haslemere Primary School continues to be a good school.

What is it like to attend this school?

This is an inclusive school in the heart of the community. Parents and carers like the diverse nature of the school. Teachers build good relationships with pupils and their families. This partnership begins when children enter early years. Staff welcome parents into the classrooms to read and join in with their children. Well-being and personal development for both pupils and staff are a high priority.

Pupils enjoy coming to school and value their education. They are polite and kind to each other. Pupils like taking on roles of responsibility, such as those of reading ambassadors. They behave well in lessons and are respectful. Pupils have access to a range of clubs and activities. This helps them to develop wider interests and skills.

Pupils learn what bullying is. They told me that it rarely happens at the school. Parents, pupils and staff reported that when it does occur, it is dealt with quickly and fairly. Pupils know what to do if they have any concerns and feel that they are always listened to. Pupils said that they feel safe in school. They understand the rules for behaviour and why these are important.

What does the school do well and what does it need to do better?

Leaders and governors share a clear vision for the school. Inclusion and high aspirations are at the root of everything they do. Leaders work hard to meet the needs of all pupils.

Children get off to a good start in early years. They develop secure reading, writing and mathematical skills from a young age. Parents and carers are guided well on ways to support their children. There are clear routines, welcoming staff and high expectations. As a result, children develop independence.

Staff links pupils' learning with a range of high-quality texts. This works well. There is a key focus on vocabulary development across subjects. Pupils can make meaningful links between subjects and to their prior learning. Leaders have refined their plans for what pupils learn in all subjects. They have made sure that pupils learn the right things in the right order. This helps pupils to build up their knowledge and skills.

Leaders are well trained to support and lead others. They show a secure knowledge of the subjects they are in charge of. Teachers are clear about what pupils should know by the end of each academic year. Staff have welcomed links made with other schools and have made use of external expertise. They go back to previous learning and check that pupils remember crucial knowledge. Teachers have a varied and appropriate training programme. However, in some subjects, teachers need further guidance. Recent changes to the learning plans are not yet embedded. This is particularly the case in science and design and technology. This means that pupils do not gain a deep enough knowledge in these subjects.

Reading is at the heart of pupils' learning. Staff provide many opportunities for reading across subjects. Pupils said that they enjoy reading. They recognise the importance of regular reading at home and in school. Staff receive regular training in the planning and delivery of phonics. The teaching of phonics is well structured as a result. Staff read regularly with children and assess their progress. The books pupils get to read at home are well pitched to their phonics knowledge and reading ability.

Pupils with special educational needs and/or disabilities (SEND) are well supported. They have teaching assistants to help them in lessons as necessary. Staff use different resources to assist pupils' learning, such as counting cubes in mathematics. Staff adapt work for pupils with SEND to ensure that they have access to all subjects. They address any misconceptions through daily support sessions. Teachers also use this time to teach key skills before the lesson. Pupils' work shows that they are building their understanding well.

Pupils listen attentively in lessons and are keen to do well. They are interested in their learning across different subjects. Lessons are rarely disrupted because pupils follow the school rules. At times, pupils are too reliant on their teachers. They do not have enough opportunities to think for themselves and make decisions about their learning.

Teachers feel supported and highly valued. They welcome leaders' actions to develop their subject knowledge and leadership skills. There is a clear sense of teamwork at the school. Leaders help teachers to manage their workload well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff work together to keep children safe. They show a secure understanding of local issues that may affect pupils at the school. As a result of

regular training, all staff understand their responsibilities and the procedures for keeping children safe.

Pupils said they know whom to talk to in school if they have any worries. Staff are always happy to listen and offer help. Pupils have opportunities, such as in assemblies, to learn about how to keep themselves safe. For example, pupils I spoke with could explain clearly what bullying is and what to do if it happens.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently added depth to the plans for what pupils will learn. These plans show how pupils will progress as they move through the school. In science and design and technology, these plans are not yet embedded. Pupils do not have a deep enough understanding of subject content. Leaders need to support teachers further to fully deliver the well-designed plans.
- Teachers plan activities where pupils can work together and talk about their learning. However, teachers do not always encourage pupils to take responsibility for and make decisions about their learning. Leaders should ensure that teachers plan more effective opportunities for pupils to think for themselves.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good/standards may be declining then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102643
Local authority	Merton
Inspection number	10121585
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	446
Appropriate authority	The governing body
Chair of governing body	Russell Makin
Headteacher	Charlotte Groom
Website	www.haslemereprimary.co.uk
Date of previous inspection	11 May 2016, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been in post since 2012.
- The number of pupils with SEND is higher than the national average.
- The number of pupils who speak English as an additional language is higher than the national average.
- The school has a provision for two-year-olds linked to the nursery.
- The school runs a before-school club and after-school club on site.

Information about this inspection

- I met with senior school leaders, subject leaders and teachers.
- I met with seven members of the governing body, including the chair and vice-chair. I had a telephone conversation with a representative of the local authority.
- I carried out deep dives in these subjects: reading, mathematics, science, and design and technology. This involved reviewing curriculum plans, speaking with leaders, visiting lessons, looking at pupils' work and talking to staff and pupils. I also reviewed how writing is developed.

- I checked the school's safeguarding documentation and procedures. I met with two safeguarding leaders.
- I considered the responses of parents and carers to Ofsted's Parent View survey, and spoke to some parents as they dropped their children off at school. I also took into account the surveys completed by staff and pupils.

Inspection team

Helen Rai, lead inspector

Ofsted Inspector

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