

# Inspection of Tatworth Primary School

School Lane, Tatworth, Chard, Somerset TA20 2RX

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Inspection dates: 15 and 16 March 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are enthusiastic learners and keen to do well. They strive to reach the school's highest rewards by showing curiosity and determination.

Leaders seek to build pupils' aspirations and self-belief. All pupils learn a musical instrument. Some have recently worked with an artist to design beautiful glass tiles for their well-being garden. School visits are starting up again. Pupils in Year 1 have been to the museum to learn about a local hero, John Stringfellow.

All staff have consistently high expectations of pupils' behaviour. They expect pupils to look and listen in lessons and they do. Pupils work together purposefully. They say that pupils are friendly and bullying is rare. Pupils are confident that they can share any worries with an adult or with the 'worry monster'.

Children in the Reception class concentrate when learning new things with an adult. They persevere when they work independently, for example building their 'bug habitats'.

Pupils learn how to keep healthy and safe. They join in the school's exercise programme enthusiastically.

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

The curriculum sets out the most important knowledge that pupils should learn in every subject and year group. Pupils learn particularly well in physical education (PE) and design and technology. Leaders have planned the curriculum for history well. Pupils learn about why things happened and how we know about the past. For example, pupils know that the Great Fire of London destroyed the rats and rid the city of the plague. Pupils are proud of their artwork. They can explain the techniques they have used. Children in the early years practise printing and colour washes before producing their pictures of jellyfish.

The curriculum in some subjects is relatively new. Senior and subject leaders know that, for the new curriculum to be fully effective, teachers need more guidance and support. They have begun this process but recognise there is more to do. In a small number of subjects, teachers have not stressed some of the key knowledge. As a result, pupils do not always understand or retain the important knowledge they need to progress.

Children in the Reception class and pupils across the school learn to read successfully. Children's interest and enjoyment in reading begins early. In Reception, well-chosen stories develop children's language and knowledge of the world. Children know and practise sounds that help them begin to read independently. Pupils' knowledge of phonics in key stage 1 is checked effectively by staff. Any pupil who could fall behind, including those with special educational needs and/or

disabilities (SEND), has help to catch up. Pupils learn to read with well-chosen children's literature. Teachers develop pupils' ability to read at length.

Teachers make sure pupils catch up on any learning lost during the pandemic. This has been successful in mathematics. Teachers help pupils to apply their knowledge of number in ways that make them think. Pupils explain and discuss their work. They say this helps them to remember what they learn.

Teachers know precisely what pupils understand about reading and mathematics. They do not check pupils' knowledge in all subjects as successfully. This limits teachers' ability to identify when pupils have not understood. In some subjects, leaders are developing the use of assessment.

The school is inclusive. Pupils with SEND learn alongside their classmates. Leaders give teachers the knowledge they need to do this well. Teachers are mindful of pupils' well-being.

Pupils know what tolerance and respect are. They believe the school rules make things fair for everyone. Pupils learn about how democracy works. They vote for pupils with special responsibilities in school, such as art ambassadors. Pupils learn about different beliefs through religious education. Visits by artists and musicians widen pupils' experience and understanding of other cultures.

Governors hold leaders to account for the quality of pupils' education. They check that the school's plan for improvement is having the intended effect, including for disadvantaged pupils. Governors and leaders are mindful of the well-being of staff. They have arranged for support when needed and staff appreciate this.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school's policies and practices reflect the high priority leaders place on safeguarding. Governors support leaders through regular checks on the school's procedures. Leaders ensure all adults who work in school are suitable to do so. Record-keeping is effective.

Staff have regular training on safeguarding. They report any concerns promptly and leaders act appropriately to liaise with agencies who can support families. Staff share up-to-date knowledge on health and safety and safeguarding matters.

Pupils feel safe in school. They learn about personal safety and how to stay safe online.

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

### (Information for the school and appropriate authority)

- In a small number of subjects, teaching is not based on secure subject knowledge. As a result, pupils do not learn as well as they should. Leaders need to continue to develop teachers' knowledge of the curriculum to ensure pupils learn equally well in all subjects.
- Leaders are developing systems of assessment for some foundation subjects. Until these are in place, teachers do not know what pupils fully understand. Leaders need to finalise their approach to assessment so that teachers can identify and address any gaps in pupils' knowledge.

## 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 information from Ofsted Parent View 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

<b>Unique reference number</b>	137175
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10210905
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	197
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Pam Macfarlane
<b>Headteacher</b>	Tracey Hart
<b>Website</b>	<a href="http://www.tatworth.somerset.sch.uk">www.tatworth.somerset.sch.uk</a>
<b>Date of previous inspection</b>	26 March 2019, under section 8 of the Education Act 2005

## Information about this school

- The school operates a breakfast club for pupils and a stay and play after-school club.
- The school does not use any alternative provision for pupils.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the special educational needs coordinator and members of staff.
- The lead inspector met with a group of trustees, including the chair of the trust.
- Inspectors reviewed the school's plans for improvement and for the curriculum.
- The lead inspector spoke to the school improvement partner on the telephone.

- Inspectors carried out deep dives in reading, mathematics, PE and history. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to pupils and looked at samples of their work in some other subjects.
- Inspectors met with leaders to discuss how they keep pupils safe in school. They discussed safeguarding with pupils and members of staff. The lead inspector reviewed the checks the school makes on adults in school and the records they have of concerns.
- Inspectors considered responses to the online questionnaire, Ofsted Parent View, including parents' comments. Inspectors also took into consideration the responses to the staff and pupil surveys.

### **Inspection team**

Wendy Marriott, lead inspector

Ofsted Inspector

Gary Chown

Ofsted Inspector

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