

Inspection of a good school: Tadpole Farm Church of England Primary Academy

Greene Street, Tadpole Garden Village, Swindon, Wiltshire SN25 2QS

Inspection dates:

11 and 12 October 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

What is it like to attend this school?

Pupils are proud of their inclusive school. They talk about the school's vision of LEAP (love, enquire, achieve, partnership) that underpins all aspects of the school day. Pupils demonstrate these values in how they treat others and in their behaviour in and around school.

Pupils say that they feel safe. They appreciate the care and support that adults provide. If they have a worry, they know that there is always someone to talk to, such as one of the school's well-being ambassadors. Adults treat pupils with respect. Pupils behave well. Pupils say that bullying is not an issue. They are confident that adults will sort this out if it were to happen.

Pupils enjoy learning. Teachers have high expectations of what pupils can achieve. However, leaders have not considered the curriculum in a number of subjects carefully enough. Where this is the case, pupils' knowledge does not build over time.

Pupils enjoy the extra responsibilities that they have, such as those of the eco-council and worship team. Pupils take part in a range of different clubs to pursue their interests and talents, such as sporting, dance and art clubs.

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

Leaders have started to make improvements to the curriculum. They are ambitious to improve this further. However, leaders have not identified the most important things that pupils must know in a number of subjects, such as geography, history and art. The sequencing of learning does not support pupils to build their knowledge over time. The

early years curriculum does not always support children to be ready for Year 1. Consequently, some pupils have gaps in their knowledge and struggle to remember their learning. Staff and leaders do not identify the gaps in pupils' learning and so do not always close these.

Leaders have prioritised reading and phonics. Well-chosen books enable pupils to develop a love of reading. Pupils enjoy using their 'burrow borrowing' libraries. They talk about reading with enthusiasm. In early years, children play and learn well together. Clear instructions and modelling of routines help children to settle quickly. Children enjoy listening to stories and rhymes. Staff have the expertise to deliver the phonics curriculum well. Adults regularly check on pupils' progress to ensure that those who fall behind receive the support they need. The books that pupils read do not always closely match the sounds they know. As a result, some pupils do not catch up quickly.

Leaders have created an inclusive environment. Pupils with special educational needs and/or disabilities receive the support they need. The special educational needs coordinator (SENCo) provides staff with additional advice when needed. The SENCo works with a range of external agencies to provide well-planned, individual support.

Pupils are taught a well-considered wider curriculum to support their broader development. They are taught to respect others and celebrate differences. Pupils enjoy learning about other cultures and faiths. They passionately believe that everyone should be treated equally. Members of the eco-council are proud of the impact they have made on the school environment.

Staff have high expectations of pupils' behaviour. Pupils of all ages play and learn well together. Pupils are clear that bullying is not tolerated and that adults deal with it well when it does occur.

Academy council members and the board of trustees are passionate about the school and its unique ethos. Leaders have a clear understanding of the school's strengths and what areas to focus on next.

Staff value the support that leaders give them. Staff say that workload and well-being are considered by leaders. When staff require additional time to undertake their work effectively, leaders strive to provide it.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils and their families well. Leaders ensure that all staff have regular training to fulfil their safeguarding roles and responsibilities. Consequently, staff know how to report and record concerns about pupil safety and welfare. Leaders follow up concerns swiftly.

Appropriate checks are completed before staff begin working at the school. Leaders regularly check recruitment records and the single central record to assure themselves that these are accurate.

Pupils know how to keep themselves safe. Pupils speak with confidence about online safety. They know not to share personal information and to report any concerns to a trusted adult.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The books that some pupils read do not precisely match the sounds they learn. This means that they do not practise the sounds they are learning. As a result, they are not as secure in these sounds as they should be. Leaders need to ensure that the books pupils read match the sounds they are learning.
- Leaders have not identified the knowledge that pupils should learn in a number of subjects. As a result, pupils' knowledge does not build effectively over time. Leaders need to ensure that the curriculum sets out the knowledge pupils should learn from early years to Year 6.
- Teachers do not always check what pupils have learned. This means that they do not always identify gaps in knowledge and misconceptions, so they cannot correct them. Leaders need to ensure that teachers check on what pupils know and can do, so that they can build on this.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

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.

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	140420
Local authority	Swindon
Inspection number	10240907
Type of school	Primary
School category	Academy sponsor led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	Board of trustees
Chair of trust	Ann Holt
Headteacher	John Spencer
Website	www.tadpolefarmcepa.co.uk
Date of previous inspection	17 and 18 May 2017, under section 5 of the Education Act 2005

Information about this school

- Tadpole Farm Church of England Primary Academy is a sponsored academy school. It is part of the Diocese of Bristol Academy Trust.
- Its most recent section 48 inspection for schools of a religious character took place in March 2017.
- The school carries out appropriate checks on the alternative provision it uses for a small number of pupils.
- The early years includes provision for two- and three-year-old children.
- The school runs a breakfast club and an after-school club.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in his evaluation of the school.
- The inspector held discussions with the headteacher, subject leaders, those responsible for the school's governance, trust leaders, those responsible for safeguarding, and

other leaders and members of staff. The inspector spoke with pupils about their work and their school.

- The inspector carried out deep dives in early reading, mathematics and geography. The inspector held discussions with teachers, pupils and subject leaders, including leaders of art, physical education, computing and history. He visited a sample of lessons and reviewed pupils' work. The inspector listened to pupils read to a familiar adult.
- The inspector reviewed a range of documentation about safeguarding, including employment checks and the school's single central record. He spoke with staff about the school's procedures and systems for safeguarding pupils. The inspector discussed with pupils how the school teaches them how to keep safe, including when on the internet.
- The inspector observed pupils' behaviour in the classrooms and at social times.
- The inspector met formally with groups of pupils and spoke to others informally throughout the inspection.
- The inspector considered responses to the online survey, Ofsted Parent View, and contacted a parent by phone during the inspection. He also spoke with parents and carers at the school gate. The inspector took account of the responses to the staff and pupil surveys.

Inspection team

Richard Lucas, lead inspector

Ofsted Inspector

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