

Inspection of Tadpole Farm C of E Primary Academy

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

Inspection dates: 30 and 31 January 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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The headteacher of this school is John Spencer. This school is part of the Diocese of Bristol Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Stephen Mitchell, and overseen by a board of trustees, chaired by Nigel Daniel.

What is it like to attend this school?

Tadpole Farm Church of England Primary Academy is a welcoming and inclusive school. The school's 'LEAP' vision underpins the newly designed curriculum, which is ambitious. Pupils are curious to learn new knowledge. They enjoy coming to school. Pupils describe it as a friendly place.

The school has high expectations for how pupils behave. Pupils meet these expectations and understand, appreciate and respect difference. They conduct themselves well and treat one another with respect. Pupils are polite and well-mannered.

The school prioritises pupils' well-being and safety. Staff form trusting, caring relationships with pupils. As a result, pupils feel happy and valued. They feel safe in school and learn how to stay safe online. Pupils feel confident to share any worries with trusted adults in school.

Pupils enjoy opportunities to take on leadership responsibilities across the school. They say that these roles make them feel proud and help them to set a positive example to others. Pupils enjoy a wide range of extra-curricular clubs and activities. They enjoy taking part in sports tournaments with other local schools.

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

The school has responded well to address the areas for improvement identified at the previous inspection. A broad curriculum has been designed from Nursery through to Year 6. The school ensures the learning is well sequenced. Published outcomes in key stage 2 were low last year. However, the improvements to the curriculum are enabling current pupils to progress well through the school. As a result, outcomes are improving.

Reading is at the heart of the curriculum. In Nursery, children enjoy nursery rhymes and stories. Children in the early years start to read as soon as they start school. The reading curriculum is designed and organised well. The school regularly checks pupils' phonics knowledge and identifies those who need extra support. These pupils receive the help they need to catch up quickly. Reading books match pupils' phonics knowledge. This supports pupils to read with fluency. Pupils enjoy reading, stating that 'it helps to expand their vocabulary'. The school has developed a reading curriculum to widen pupils' cultural understanding. Pupils develop their fluency and reading skills as they move through the school.

Assessment is used to identify any gaps in pupils' knowledge. Where effective, 'in the moment' checks help to address misconceptions. This supports pupils to build their knowledge well. However, assessment is not always used with enough precision to check what all pupils know and remember. As a result, some pupils develop gaps in their knowledge. This makes it harder for them to build on what

they already know. Learning is not always adapted sufficiently to enable pupils to develop a deeper understanding.

The school has developed a nurturing and inclusive environment. In the early years, adults know the needs of the children well. They reinforce language and model key vocabulary. Adults support children in the early years to think for themselves and share their own ideas. Pupils with special educational needs and/or disabilities (SEND) are supported well. Learning is adapted to meet the needs of these pupils. This means that pupils with SEND learn and progress through the curriculum as well as their peers. Pupils with SEND participate in all aspects of school life.

Staff have high expectations of pupils' behaviour. As a result, pupils behave well and have compassion for each other. They show positive attitudes to learning and conduct themselves well around the school. The atmosphere in the school is calm and purposeful. In social times, pupils play respectfully with each other.

Pupils are passionate about supporting and celebrating others. The school is inclusive and promotes diversity. Pupils read 'belonging books', stating that these 'put you in someone else's shoes and help you see things from their point of view'. Pupils learn how to keep themselves safe in the community, including when online. There are many enrichment opportunities for pupils beyond the academic curriculum. Pupils recognise the importance of helping others, for example through raising money for charities.

Trustees and local governors understand their roles well. They provide effective support and challenge to the school. The trust values the importance of developing staff expertise. This ensures the curriculum is implemented well. Staff appreciate the training they receive and feel well supported by school leaders and the trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment is not always used with enough precision to check what pupils know and remember. As a result, some pupils have gaps in their knowledge. This slows their progress through the curriculum. The trust needs to ensure that assessment is used effectively, to understand what pupils know and can do.
- Learning is not always adapted sufficiently to enable pupils to deepen their knowledge and understanding. As a result, some pupils do not build their knowledge as well as they could. The trust needs to ensure that learning is adapted when necessary to ensure all pupils progress as well as possible through the curriculum.

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](#)' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	140420
Local authority	Swindon
Inspection number	10288191
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	454
Appropriate authority	Board of trustees
Chair of trust	Nigel Daniel
Headteacher	John Spencer
Website	www.tadpolefarmcepa.co.uk
Dates of previous inspection	11 and 12 October 2022, under section 8 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 currently uses two unregistered alternative providers.
- The early years includes provision for three-year-old children.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher, deputy headteachers, special educational needs coordinator and early years leader for the school. Inspectors also met with a range of teaching and support staff.
- The lead inspector held meetings with the chief executive officer from the trust and the chair of the board of trustees.
- The lead inspector met with representatives of the local academy council.
- The lead inspector held phone conversations with both alternative providers.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also discussed the curriculum in other subjects.
- The inspectors listened to pupils in Years 1, 2 and 3 read to an adult.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors gathered parents' views by considering the responses to Ofsted's online survey, Ofsted Parent View, and by talking to parents before and after school. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.

Inspection team

Matt Fletcher, lead inspector	His Majesty's Inspector
Andrew Evans	Ofsted Inspector
Caroline Musty	Ofsted Inspector

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