Inspection of Haslemere Primary School

Foxton Grove, Mitcham, Surrey CR4 3PQ

Inspection dates:	10 and 11 June 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Outstanding**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

The school promotes and encourages respect. Pupils demonstrate a strong understanding of different cultures and beliefs. This creates an environment where pupils feel valued. Across the school, high expectations are in place for all pupils. Learning is matched to pupils' needs so that pupils can succeed. Pupils achieve and attain highly in mathematics national assessments. Children gain a strong start to their learning in the early years. They develop an inquisitive nature exploring the rich learning environment.

Pupils behave well. They focus and engage in their learning and work well together. Playtimes are a happy experience where pupils play positively together. Pupils feel safe in school, they are confident that any concerns will be listened to and resolved by staff.

A wealth of opportunities ensure that pupils experience a wide range of curriculum enrichment. Pupils love learning about history through activity days and visits to museums. 'Pupil leaders' know they have a positive impact on the school community. The school regularly checks pupils' mental well-being and provides bespoke support. Pupil 'mental health champions' support the school's work on ensuring that pupils feel happy, confident and included.

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

Pupils enjoy the full range of curriculum subjects. These have been thought out in logical order so that pupils build secure knowledge and skills over time. The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) swiftly and effectively. Adaptations to the delivery of the curriculum help pupils to build secure subject knowledge. For instance, where needed, staff model how to communicate answers to important questions. This approach also helps pupils who speak English as an additional language (EAL) to develop their communication skills.

Teachers use their strong subject knowledge to support pupils' learning of the curriculum. They model learning effectively and challenge pupils through questioning to think deeper. For example, in mathematics, pupils in Year 4 applied their knowledge of multiplication tables to support them to solve problems involving fractions. In early years, all staff promote a rich language environment which provides children with a wide vocabulary. For instance, in Reception class, whilst making 'perfume', staff helped children to learn about a pipette, syringe and sieve. A secure foundation of mathematics begins in the early years with number work woven through many well considered activities. For example, children in the Nursery class explored numbers to 10 through a song which they then applied independently, making and counting '10 fat sausages'.

The school makes reading a key priority. Leaders ensure that staff have the expertise to develop pupils' early reading skills effectively. The school ensures that pupils read a wide range of well-chosen fiction and non-fiction books at school. Pupils enjoy reading and do so with fluency and accuracy. However, the school does not help pupils as successfully in their writing skills. This is because the school's work to develop pupils' cursive handwriting and letter accuracy is not fully developed. This hinders the fluency of some pupils' writing.

Pupils understand and apply strategies to support their behaviour and emotions. Children in early years demonstrate the school's strong behaviour values by sharing and taking turns effectively. Some pupils do not attend school regularly which means they regularly miss out on learning. Leaders motivate pupils to attend school but systems to follow up with pupils who have high absences are not fully embedded.

From early years, pupils develop independence in their learning and apply the knowledge that they gain. For example, children use their learning about healthy eating to make healthy meals in the role play restaurant The wide range of leadership roles enable pupils to positively impact on the school and wider community. For example, the choir enjoy singing at the community centre. Pupils who hold roles as 'early years leaders' help their younger peers at playtimes to build friendships and play effectively.

Governors, leaders and staff have a shared, high ambition for the school. They identify priorities for development accurately and share their expertise with other schools in the partnership. Families welcome the improvements made by the new leadership team to the school's work. Staff are proud to work at the school, they value the supportive culture and development opportunities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching of the curriculum is not fully supporting some pupils who are struggling with early writing skills, particularly when forming letters. As a result, their learning in other subjects, where writing is integral, is not as successful as it could be. The school should review and strengthen its approach to developing these foundational skills. It should make sure that pupils are provided with the teaching that is needed to overcome barriers to success.
- Too many pupils do not attend school regularly. This holds back their understanding of key knowledge because they miss important learning. The school should build on its recently strengthened work with parents and carers so that all pupils attend regularly.

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 special educational needs and/or disabilities (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	102643
Local authority	Merton
Inspection number	10379115
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	379
Appropriate authority	The governing body
Chair of governing body	Usaama Kaweesa and Giulia Carloni (co-chairs)
Headteacher	Martin Roughley (executive headteacher) Kay Ottley (head of school)
Website	www.haslemereprimary.co.uk
Dates of previous inspection	3 and 4 March 2020, under section 8 of the Education Act 2005

Information about this school

- This school is in partnership with two other local schools.
- The executive headteacher leads this school and two others.
- The school does not currently make use of any alternative provision.
- The school runs a breakfast and after-school club.
- There is a pre-school provision for two-year-olds.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- Inspectors met with the executive headteacher, head of school, other leaders and staff. They also met with members of the governing body and a local authority improvement advisor.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and art and design. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning and a scrutiny of pupils' work. Inspectors also considered the curriculum in other subjects.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of parents, pupils and staff to Ofsted's online surveys.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Raj Mehta	Ofsted Inspector
Helen Lockey	Ofsted Inspector

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