

Tadley Community Primary School

Inspection report

Unique Reference Number	115952
Local Authority	Hampshire
Inspection number	290374
Inspection dates	12–13 June 2007
Reporting inspector	Jo Curd

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	401
Appropriate authority	The governing body
Chair	Mr J Skeels
Headteacher	Mr D Cottrell
Date of previous school inspection	26 November 2001
School address	The Green Tadley RG26 3PB
Telephone number	0118 9813805
Fax number	0118 9814103

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This school is much larger than the average primary school. Although it is situated in a relatively advantaged area pupils come from a wide range of backgrounds. Most are of White British descent and have English as their first language. The proportion who have learning difficulties or disabilities is average but the proportion of pupils with statements of special educational need is lower than in most other schools. Several pupils have emotional and behavioural difficulties. Over the past year there have been several new members of staff and several teachers have recently returned from maternity leave.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is an outstanding school that provides an outstanding education for its pupils. The vast majority of parents are highly supportive and appreciative. As one said 'Tadley is a brilliant school with excellent opportunities for all children to progress, develop and grow in confidence'. Whilst another said 'We praise the teaching staff and management. Both our children have advanced in leaps and bounds. Not only have they improved academically but socially as well.'

The excellent quality of leadership and management is at the heart of the school's success. The highly experienced headteacher ably integrates new staff, encourages and enables all to develop rapidly. Together with the extremely effective deputy head teacher, he skilfully utilises and develops the skills of the whole school community. Consequently, the way all staff, including those who are new or less experienced, teach, guide and support all pupils, develops rapidly is now outstanding. All the staff work as a highly committed and cohesive team with a unified vision for the development and well-being of all pupils and the relentless improvement of provision. Leadership is distributed very effectively between senior staff, all of whom are extremely able. Excellent links with other groups are used very well to extend and support learning. Self-evaluation is extremely strong and used very well to plan strategically for future eventualities. The area for development identified at the last inspection has been addressed well and the curriculum is now outstanding. Given this extremely high quality of leadership and management and the very effective and strong commitment of all, capacity for further improvement is outstanding.

The achievement of all pupils is outstanding. Standards with which children enter the Foundation Stage vary considerably but are generally, as a group, in line with national expectations. The Foundation Stage has developed rapidly over the past year. It is now good with some outstanding features. All the children make good progress. By the time children leave the Reception class, standards are just above national expectations especially in knowledge and understanding of the world and personal and social development. Because of outstanding teaching, learning and support and an excellent curriculum all pupils progress outstandingly during their time at the school. By the end of Year 6, standards overall are well above the national average and have consistently been so for the past five years. Standards and achievement in mathematics and science are particularly high. Although progress in writing, especially at Key Stage 2, is slower, standards in English are above average overall.

Personal development is outstanding. Pupils with emotional and behavioural difficulties are managed well and behaviour is excellent. Spiritual, moral, social and cultural development is outstanding. All the pupils enjoy school greatly, learning and playing enthusiastically. Attendance is above the national average. Most pupils have an exceptional understanding of relationships and how to deal with potential bullying. They are extremely well aware of how to keep themselves and others safe. Pupil's overall commitment to healthy lifestyles is good. The contribution they make to their school and local community, for example, deciding how to spend money they raise for the school and evaluating the curriculum, is outstanding. Because of pupils' positive cooperation with others, their extremely good progress and excellent attitudes, they are exceptionally well prepared for later life and learning.

What the school should do to improve further

- Raise standards and achievement in writing especially at Key Stage 2.

Achievement and standards

Grade: 1

Achievement is outstanding. Children enter the Reception class with a wide range of understanding, skills and experiences. Overall standards are in line with the national average. Due to very well organised and effective provision in the Foundation Stage all the children make good progress and leave the Reception class with standards just above the national average. Good progress continues throughout the school and, by the time they leave Year 6, all pupils, including those with learning, emotional or behavioural difficulties and disabilities, have made outstanding progress. Standards and achievement have consistently been significantly higher than the national average for the past five years. Standards and achievement in mathematics and science are consistently extremely high. In 2006, standards and achievement in English dropped. This was particularly true of writing, largely because a group of boys did far less well in the tests than expected. Current evidence shows that, despite slower progress in writing, especially at Key Stage 2, achievement in English is good and standards are above average.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding because they are strongly emphasised and valued by the school. Behaviour is generally exemplary. Pupils with emotional and behavioural difficulties behave well because they are supported and guided extremely effectively. Most pupils enjoy school enormously. When asked about the school one Year 6 boy replied 'Its brilliant. I like the lessons.... and everything!' Attendance is above the national average. Absence is mainly due to parents taking holidays in term time. Spiritual, moral, social and cultural development is outstanding. Pupils are very aware of how to stay safe. Children in the Reception class play safely on a large number of two and three wheeled vehicles in their playground and all the pupils have very mature attitudes to dealing with potential bullying. Pupils generally choose healthy lifestyles, their commitment to this is good. Because of the school's strong commitment to individual responsibility the choice of what to bring for break-time snacks is not restricted. Most, but not all, pupils choose to eat fruit rather than chocolate or crisps. Pupils make an outstanding contribution to their school and community, raising money, contributing their views and opinions on school provision and serving as school councillors, librarians and prefects. They willingly and eagerly help with tasks around the school. They are exceedingly well prepared for later life and learning because they make outstanding progress in their learning, have excellent attitudes and play and work so well together.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning are excellent. Due to effective monitoring and feedback, excellent role models and the high commitment of all staff, areas for improvement are quickly identified and addressed. During the inspection the quality of teaching and learning seen, in all thirteen lessons observed, was at least good. It was outstanding in about a third, including some led by new or less experienced teachers. Because all pupils behave well and teaching is very well planned and organised, time in lessons is used extremely well for learning. The pace

is good and work is extremely well matched to pupils' learning needs. Some very imaginative methods, such as the use of a tape recording from 'Max's Mum' in an English lesson, engage and inspire all the pupils exceedingly well. Detailed marking praises pupils' efforts and shows them how they can make further progress. Strong teamwork between teachers and support assistants ensures that all pupils including those with learning, emotional or behavioural difficulties or disabilities are supported extremely well and over time make outstanding progress.

Curriculum and other activities

Grade: 1

The curriculum is exceedingly broad and covers all the required areas very well. It is very practical, relevant and extremely well adapted to meet pupils' varying interests, social and academic needs. Pupils are engaged, motivated and inspired to do their best. In one Year 3 lesson, pupils groaned because it was play time and they wanted to continue their work. Similarly, in a Year 1 lesson, pupils enjoyed listening to a 'recorded letter' from a story character's mother, so much that they asked to hear it again. Learning is exceedingly well enriched through a wide range of clubs, visits and visitors. Pupils in one class reported that they 'do exciting things - we're going to the New Forest tomorrow' whilst pupils in Year 2 said 'We do such exciting things - yesterday we went on a canal boat, in a lock, it was fun when the water went up and down'.

Care, guidance and support

Grade: 1

All pupils are extremely well cared for, guided and supported. Staff are highly committed and competent. Teamwork is strong and together staff provide excellent support. The school's strong ethos of care provides exceptionally well for pupils' health, safety, personal development and well being. Systems for safeguarding the welfare of pupils are highly robust. Teachers' careful marking and skilful use of individual targets guide pupils' learning exceedingly well, effectively helping them to achieve well and reach challenging targets. Any learning difficulties and disabilities are quickly identified and supported very well. Teaching assistants are skilful, sensitive and effective. Extremely effective support for all vulnerable pupils, including those with emotional and behavioural difficulties, contributes to the outstanding progress of all. One parent expressed her appreciation by saying 'My son has special needs and has developed very wellhe could not be in a better place.'

Leadership and management

Grade: 1

Leadership and management are outstanding. The head teacher is particularly skilled in integrating new staff, helping all staff to develop and using their skills and talents to benefit all pupils. For example, the site manager, who was a builder, is installing new playground equipment and the opportunity to employ a speech therapist as a learning support assistant was quickly seized and utilised. Equality of opportunity is outstanding. The senior management team is made up of extremely effective staff who work very well together and provide excellent role models for others. Close monitoring of provision, including teaching, ensures that it continuously improves. Self-evaluation is strong and effective and used extremely well to develop provision. The school improvement plan is very well focused, giving major priority to raising standards in writing. It is used extremely effectively and is regularly discussed and evaluated by all leaders and managers including governors. Governors support, and challenge

to the school is good. They are linked with different subject areas and their role and involvement in this outstanding school is continuously increasing and developing.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

25 June 2007

Dear Pupils

Inspection of Tadley Community Primary School, Tadley, RG26 3PB

It was good to meet many of you when we visited your school recently. Thank you for helping us by telling us about your school and showing us around.

We think your school is excellent. You all make extremely good progress in your learning and personal development. Teaching and learning, the curriculum and care are all extremely good. You behave well and are very keen to learn. We could see that you greatly enjoy being at the school and are pleased to see that attendance is high. You all contribute very well to your school and community through raising money, helping with tasks and sharing your ideas, such as reviewing topics you have learned about. All your staff, especially Mr Cottrell and other senior staff, are very skilled at making your school and learning so good.

You all make particularly good progress in science and mathematics. Progress in English is better than in most schools but due to slower progress in writing, not as good as mathematics and science. We have asked your staff to help you make more progress in your writing. Perhaps you could help by always trying your best and telling your teachers what particularly helps you in this subject.

Thank you again for your help. We wish you all the best for the future.

Jo Curd

Lead Inspector