

Tatsfield Primary School

Inspection report

Unique Reference Number	124993
Local Authority	Surrey
Inspection number	315112
Inspection date	14 October 2008
Reporting inspector	Selwyn Ward

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	196
Government funded early education provision for children aged 3 to the end of the EYFS	30
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Dr Mike Clayton
Headteacher	Mr Kevin Bellinger
Date of previous school inspection	11 July 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Lane Tatsfield Westerham TN16 2JX
Telephone number	01959 577356
Fax number	01959 576179

Age group	5–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following areas: provision for and progress of children in the Early Years Foundation Stage (EYFS); the achievement of more able pupils; and the impact of changes made by school leaders. Evidence was gathered from meetings with pupils, some of the staff and governors, observations of parts of lessons, analysis of parents' questionnaires, a sample of pupils' work and school information, including its self-evaluation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

The school is a little smaller than average. In most years, children join EYFS with skills and capabilities that are above those expected for their ages. Fewer than average have learning difficulties and/or disabilities. Almost all of the pupils are from White British backgrounds. Tatsfield is part of a loose confederation with other local schools. Its sports partnership arrangements and provision for physical education (PE) were inspected in April 2007. The headteacher was appointed in September 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that really achieves the aims in its vision statement. First among these is its aim 'to provide a high quality and balanced education that prepares children for the challenges of life in the 21st Century'. As a result of good teaching, pupils of all abilities make good progress and achieve well during their time at Tatsfield. Standards in the core subjects of English, mathematics and science are well above average, although the school acknowledges that more of the most able pupils could achieve even better in writing, especially in the infant years. This is not a school that only focuses on the core subjects, however. Pupils do well in other subjects too. The recent PE inspection found good progress and standards in that subject, and especially in swimming. Standards are also high in music, where pupils sing with joy and gusto. Parents comment on the way their children 'thoroughly enjoy the variety of lessons each day'. One described how she was, 'Amazed at the subjects covered' and many praise the range of extra-curricular activities that enrich the school's good curriculum, although these are mainly for older pupils. The good progress pupils make in their key skills in literacy, numeracy and information and communication technology (ICT), now much improved since the last inspection, prepare pupils well for future life and the next stage of their education.

The school's second aim is 'to provide a happy environment where children and staff develop in confidence and realise their potential'. Despite the limitations of the school buildings, due to be replaced with the school's relocation into new purpose-built premises in 2010, the headteacher, governors, leadership team and staff have succeeded in creating a vibrant learning environment where pupils feel valued as individuals and are encouraged to work with concentration and effort. As result of good arrangements for their care and welfare, pupils' personal development is good. Pupils get on well with each other. They are made to feel safe and their behaviour is good. Pupils are mostly attentive in lessons and they grow steadily in confidence. Many parents comment on the way 'children really look forward to school every day'. Pupils also enjoy the opportunities that they have to help each other and to play a part in the school community, for example as school councillors. Even the youngest children know the importance of exercise and a healthy diet, although the Tatsfield 'five-a-day' extends beyond mere fruit and vegetables to 'encouraging children to eat something healthy, be happy and safe, learn something new, be active and make someone smile'. There are examples in the school of some excellent marking that gives pupils crystal clear guidance on how to make their writing and other work even better. Not all marking is as good, however, and pupils are not all aware of exactly what they need to concentrate on to move their work on to the next level.

The final part of Tatsfield's vision statement is its aim 'to value every member of the school community and work in partnership with children, staff, parents, governors and the wider community'. This has proven to be a key strength of this well run school. School leaders have built a close partnership with parents, who, in turn, are very supportive of the school and of their children's education. There is much strong praise for homework, which 'is regularly set and gives us the opportunity to support our child's learning'. Homework has been increased by school leaders in Years 1 and 2 to help particularly to extend pupils' writing skills, including those of the more able. Parents like the way 'our children are seen as individuals and their needs and abilities are addressed', but opportunities are sometimes missed to tailor activities to individual need in EYFS when early assessments are not sharp enough. Governors have done an excellent job. They play a very active role in supporting Tatsfield's continued success and have not allowed all the planning for the new buildings to distract their attention from ensuring

that the school maintains and builds upon its well above average standards. The school already provides a key focus for the village community. Leaders expect to be able to extend this with the school's imminent relocation to the centre of the village. The school's continued success shows its good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children achieve well so that by the end of Reception Year almost all reach and a great many exceed the learning goals expected of them. Children in the Reception class clearly enjoy coming to school. They settle in quickly and they feel safe and at ease with staff and each other. Parents appreciate the way staff give priority to children's personal development and well-being in the EYFS. As one put it, 'Everyone has made our family feel welcome.' Children visit school with their parents during the term before they start in Reception and this helps smooth their transition into 'big school'. Staff give good emphasis to helping children learn the daily routines, such as unpacking their book bags and finding their 'tee shirt' name-cards at registration. This helps children become confident and independent. Children are interested and eager to join in with the exciting range of indoor and outdoor activities on offer. During the inspection they enjoyed retelling the story of Goldilocks and the Three Bears using an interactive whiteboard, bear-masks and plenty of real porridge oats to pour into large, medium and small bowls. Good emphasis is given to developing children's social, communication, language and number skills during planned and incidental free choice activities. Good leadership in the EYFS promotes children's good progress. Staff assess children's social and emotional development and their emergent letter sounds and number skills early in the school term, but early assessments do not always focus sharply enough on what the children can and cannot do in other of the six areas of learning and development. This limits opportunities to tailor activities to meet individual children's needs in every area of learning.

What the school should do to improve further

- Ensure that all pupils know exactly what they need to do to improve their work.
- Sharpen early assessments in EYFS so that activities can be adapted to extend each child.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

23 October 2008

Dear Pupils

Inspection of Tatsfield Primary School, Westerham, TN16 2JX

Thank you for making us so welcome when we came to visit your school. Many of you told us that you thought Tatsfield is a good school. Your parents agree, and so do we. The school is well run and staff work in very close partnership with your parents. Because the teaching is good, you make good progress, not just in the subjects in which you take tests but in others too. We especially enjoyed the super singing we heard during our day at the school. We could see that you get lots of interesting things to do at Tatsfield. Those of you in the older classes particularly enjoy all the clubs you get to go to.

We were pleased to see such good behaviour and how well you get on with and help each other. Staff take good care of you, and that is why you feel so safe and happy at school. Some of your teachers' marking gives you exceptionally helpful tips on how to make your work even better, but not all of the marking is as helpful and not all of you know exactly what you need to do to do better. That is one of the improvements that we have asked your school to make. Staff keep a clear track of how well the Reception Year children are doing in most of the things they are learning. We have asked them to do the same for all the work they do in Wrens so that they can help all of the children do as well as they possibly can.

You can help by continuing to work hard and do your very best. Good luck to all of you for the future and for your move to the new buildings in the next school year!

Yours sincerely,

Selwyn Ward

Lead Inspector