

Tweeddale Primary School

Inspection report

Unique Reference Number	134165
Local Authority	Sutton
Inspection number	341434
Inspection dates	23–24 June 2010
Reporting inspector	Ken Bryan

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	John Gallop
Headteacher	Mary Smith
Date of previous school inspection	13 December 2006
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Introduction

This inspection was carried out by four additional inspectors. They visited 24 lessons, observing 16 teachers. Meetings were held with the headteacher, other senior leaders, the Chair of the Governing Body, members of staff and groups of pupils. Informal discussions were conducted with some parents and carers. Inspectors observed the school's work, including the systems for assessing and monitoring pupils' progress. They also scrutinised the work pupils had produced in their books and teachers' planning and marking. Inspectors took account of separate questionnaires completed by 85 parents and carers, 27 staff and 192 older pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of initiatives for improving pupils' attainment and accelerating progress in Key Stage 1 and for higher attaining pupils across the school.
- The effectiveness of the school's senior and middle leaders' monitoring and evaluation of the quality of provision.
- The impact of the school's strategies for raising attendance and improving punctuality.
- The effectiveness of the school's strategies to promote community cohesion.

Information about the school

Tweeddale is a larger-than-average-size primary school. The proportion of pupils from minority ethnic backgrounds is above average and increasing. The largest groups of pupils are those from other non-British White and Pakistani backgrounds. A small minority of pupils are at the early stages of speaking English As an additional language. The proportion of pupils who are known to be eligible for free school meals is well above average. The percentage of pupils who have special educational needs and/or disabilities is above that found nationally, and predominantly these pupils have moderate learning difficulties. The proportion of pupils who enter and leave the school at other than the normal times is higher than average. The school has National Healthy School Status and the Leading Parent Partnership and Activemark awards.

The school's governing body manages a Children's Centre and Day Nursery that are located adjacent to the setting.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Tweeddale Primary is a good school where pupils thrive and work together as part of a very inclusive and harmonious community. The overwhelming majority of parents and carers think highly of their school and value the leadership provided by the headteacher and her senior leadership team. One enthusiastic parent commented: 'Tweeddale is an excellent school. As my child is leaving soon to start high school, I would recommend it fully because the headteacher and the rest of the staff are an asset to the school.' This approach has ensured that the momentum of improvement is being sustained across most aspects of the school's work. Clear evidence of this is seen in significant improvements in the quality of teaching and the rising levels of achievement for most groups of pupils since the last inspection. Another parent's comment, 'I am really happy with how my children have progressed in the school; both my daughters have grown so well at Tweeddale,' exemplifies the school's commitment to accelerating the progress of every child. Pupils' enjoyment of school is evident in their good behaviour and in their good spiritual, moral, social and cultural development. The school's work in partnership with external agencies is outstanding and supports pupils' physical and creative development.

Children start school in Nursery with levels of skill that are generally well below those expected for their age. As a result of good provision overall, by the end of the Reception Year, they develop into curious, confident and independent learners. However, the pace of progress is not maintained into Key Stage 1 and pupils' attainment in English and mathematics at Key Stage 1 has been below average in recent years. The swift action taken by the school's leadership to implement a letters and sounds literacy programme is already bearing fruit, resulting in higher attainment overall, including the attainment of those pupils capable of achieving the highest levels. The attainment of current Year 6 pupils is broadly average in English and just below average in mathematics and science. This represents good achievement for most pupils from their starting points, and outstanding progress for some pupils. Senior leaders astutely monitor pupils' progress and any underachievement is promptly addressed. Pupils who join the school at times other than normal are well supported and many catch up the lost ground. Pupils with special educational needs and/or disabilities make good progress because their varied needs are very effectively met by teachers and the able team of teaching assistants. Class teachers have a secure knowledge of the progress of each pupil but do not always use assessment effectively to support learning.

Pupils' attendance is broadly average overall and the school has worked hard to reduce the number of persistent absentees by challenging the small number of parents and carers who are hard to reach and by celebrating good attendance. Despite this

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improvement, there is still much to do to maintain this momentum, for example through strategies involving the setting of class targets for attendance and the use of incentives. The curriculum exposes pupils to a wide range of stimulating learning opportunities. It is enhanced further by an impressive range of extra-curricular activities, including sport and music, which are particular strengths. The school's physical and emotional care of pupils is good and lies at the heart of all the school does.

The very well respected headteacher, ably supported by her senior team, effectively prioritises school-wide initiatives for improvement that carefully focus upon the quality of teaching and the enhancement of pupils' achievement. Rigorous and systematic strategies to evaluate the school's work have the full support of a very reflective and collaborative staff and governing body and this reinforces the school's good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise levels of pupils' attendance through the setting of challenging class-based targets and through the use of classroom displays and incentives.
- Raise attainment by improving the consistency of the teachers' use of assessment to aid learning through:
 - the setting of individualised targets for pupils in each class,
 - increasing the opportunities for pupils to assess their own work and that of their peers
 - improving the quality of marking and feedback to pupils by sharing best practice across the school.

Outcomes for individuals and groups of pupils

2

Rates of progress for all pupils, including those with special educational needs and/or disabilities, have been consistently good or better since the last inspection. There is little variation in the progress made by different groups of pupils, including higher-attaining pupils, and the progress of pupils for whom English is an additional language is often good and sometimes outstanding. Some pupils' progress in English is outstanding.

Pupils know that they are extremely safe in school and they are very confident and knowledgeable about adopting healthy lifestyles. Inspection evidence clearly demonstrates that the behaviour and attitudes of most pupils are good. Bullying is rare and pupils report unequivocally that the school deals promptly and effectively with any incidents. The pupils make a good contribution to the wider community through, for example, their work with local charities and the elderly. Throughout the school, all pupils are proud to contribute to the smooth running of each classroom and school councillors effectively support the school's leadership team. Pupils are confident about expressing their views; many are able to speak eloquently and expressively. Although pupils' basic skills in literacy, numeracy and information and communication technology are improving, their attendance, which is no better than satisfactory, limits the extent to

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which pupils are prepared for their future adult lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Very positive relationships between pupils and adults boost the impact of the good teaching that takes place in most lessons. Most teachers have good subject knowledge and their planning is detailed so that the needs of pupils, whatever their level of ability, are effectively met. Assessment is used well in many lessons to ensure that activities are engaging so that pupils are motivated, challenged and eager to learn more. In a small proportion of lessons, however, pupils' progress is slower because feedback is not detailed enough to enable them to understand the next steps in their learning. Pupils are set appropriate targets but these are not always regularly checked in all classes, and opportunities for pupils to assess their own work and that of their peers is limited in some lessons. The good curriculum contributes well to pupils' good achievement and personal development. Particular strengths are in the provision of a vibrant music curriculum and extensive sporting activities, both supported by talented specialist teachers from external providers.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Central to the school's curriculum is provision for personal and social development and for the broadening of the pupils' horizons. Themed days, such as 'citizenship day' and 'geography day', have a direct impact upon their positive attitudes and behaviour as well as their knowledge and understanding of the world.

Those pupils with special educational needs and/or disabilities and those considered vulnerable are provided with sensitive support so that they achieve as well as their peers. Provision to ensure the physical and emotional well-being of the pupils is given a high priority and is good. Induction support for children who join the Early Years Foundation Stage is a strength, as are transition arrangements for transfer to secondary school. This is significantly enhanced through links with the adjacent children's centre and day nursery, which positively impacts upon shared expectations, preparation for school and the curriculum as a whole.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and her very effective senior and middle leaders set high expectations; staff work collaboratively and are reflective. Teachers are rightly proud of recent improvements in pupils' outcomes, and staff training is well targeted to ensure that improving learning is central to the school's actions. The governing body is well informed and knows the school's strengths and weaknesses. The promotion of equal opportunities lies at the heart of the school's actions and its Leading Parent Partnership Award is testimony to the school's commitment to inclusion and the involvement of parents in this increasingly diverse community. Staff are fully aware of the groups of pupils who may be subject to discrimination, while very effective support ensures that all pupils do equally well. Links with community partners are excellent; the school's provision is significantly enhanced through the work of many community-based organisations. A striking example of this is the school's on-going work with the children's centre and day nursery to foster positive relationships, ensure smooth transitions and to encourage engagement with parents and carers. In addition, procedures to protect and safeguard pupils are comprehensive, and there is a high level of awareness amongst all staff and governors.

All stakeholders are regularly consulted. The school has undertaken a careful analysis of the needs of its community and has accurately tuned its provision to promote community cohesion effectively. Consequently, pupils have a good understanding of

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other world cultures and the diversity of their own learning community. There are well-developed plans to engage with contrasting United Kingdom and international communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children achieve well in the Early Years Foundation Stage. They make good progress, from starting points that are usually very low, because the school swiftly assesses their needs and initiates specific support to accelerate their learning. Children are eager to settle, thoroughly enjoy their learning and persevere with tasks. They get on well together, learn to share resources and thrive during role-play activities. Children observed were absorbed in the 'post office' as they practised their emergent skills in writing. Later, they responded enthusiastically during the dramatic re-telling of 'The Train Ride' story using finger puppets. Planning and assessment procedures are consistently good across the Nursery and Reception classes so that there is a good balance between adult-led and child-initiated learning. The range of indoor and outdoor learning in Nursery and Reception is good overall, but the school recognises the need to increase opportunities for children to write outside the classroom.

The teacher responsible for the Early Years Foundation Stage maintains a high profile and monitors provision effectively. She tracks children's progress carefully and successfully establishes excellent links with parents, carers and other agencies. Adults are deployed very well to support the children's welfare. Safeguarding procedures are robust and parents and carers, staff and children have developed very positive relationships.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of those who returned questionnaires were extremely positive about their child's overall experience at school. Inspectors found that parents and carers are welcomed into the school and considerable efforts are made to involve them in their children's education. A small number of parents and carers expressed concerns about the behaviour of some pupils. Inspection evidence confirms that incidents of inappropriate or challenging behaviour are infrequent and the school's management of behaviour is both robust and effective. Almost all children during the inspection were courteous, well behaved and caring towards one another.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tweeddale Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 450 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	51	42	49	0	0	0	0
The school keeps my child safe	52	61	32	38	1	1	0	0
The school informs me about my child's progress	48	56	32	38	5	6	0	0
My child is making enough progress at this school	40	47	40	47	5	6	0	0
The teaching is good at this school	45	53	38	45	1	1	0	0
The school helps me to support my child's learning	40	47	42	49	3	4	0	0
The school helps my child to have a healthy lifestyle	42	49	42	49	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	38	45	42	49	1	1	0	0
The school meets my child's particular needs	39	46	43	51	2	2	0	0
The school deals effectively with unacceptable behaviour	41	48	36	42	7	8	0	0
The school takes account of my suggestions and concerns	40	47	37	44	5	6	0	0
The school is led and managed effectively	40	47	40	47	0	0	0	0
Overall, I am happy with my child's experience at this school	41	48	44	52	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 June 2010

Dear Pupils

Inspection of Tweeddale Primary School, Carshalton SM5 1SW

Thank you for giving us such a warm and caring welcome to your school and for helping us during the inspection. We found that you are getting a good education. You are clearly very happy and you are well supported by your teachers and other adults in the school. Here are some of the many strong features we found.

- The teachers plan and provide interesting lessons that enable most of you to enjoy learning and make good progress in your work.
- Your behaviour and attitudes are good and you support one another very well.
- You clearly enjoy the wide range of clubs, school visits and other activities provided by the school.
- All adults in the school take good care of you.
- It is very clear that you know how to be safe, eat healthily and lead healthy lives.

The school runs smoothly. We are very impressed by the colourful displays around the school demonstrating your sense of pride and obvious enjoyment. The headteacher, her staff and the governors clearly know how well the school is doing and what is needed to make things even better. We have asked them to:

- ensure that more of you attend school regularly
- make sure that the teachers' marking and advice always tell you what you have to do to improve your work.

You can help make this happen by continuing to care and work hard.

Yours sincerely

Ken Bryan

Lead inspector

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