

Inspection of Tweeddale Primary School

Tweeddale Road, Carshalton, Surrey, SM5 1SW

Inspection dates: 2 and 3 July 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The headteacher of this school is Theresa Jerrom. This school is part of Greenshaw Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, William Smith, and overseen by a board of trustees, chaired by Anne Spackman.

What is it like to attend this school?

This is a school where pupils are safe and cared for. It is at the heart of the local community. Pupils are happy and enjoy their learning. Working relationships are warm and supportive. Pupils get on well together and develop friendships well.

The recently introduced 'ASPIRE' values underpin the improvements in the behaviour of pupils. The school's values, including positivity and respect are promoted widely. Pupils mostly behave well in lessons, and they are keen to complete their work. They are polite and well-mannered. Pupils say that bullying is rare and that when it does happen, adults sort it out quickly. They know they have a trusted adult they can speak to about any problems.

The school knows that the pandemic has been tough for pupils and their families. Since lockdown, many pupils have found it harder to show resilience in their learning. The school has introduced systems and additional support to help pupils develop the skills they need to be successful. Outcomes in national tests and assessments for pupils at the end of Year 6 in 2023 were not as high as the school strives for. Improvements are underway to improve the achievement of current pupils.

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

The school has constructed a curriculum which is ambitious and engages pupils in their learning. In many subjects, the school sets out the important knowledge and skills that the pupils need to learn right from the start of Reception. This helps pupils' knowledge and understanding over time. For example, in mathematics, children in the early years work with numbers in a variety of ways, helping them to understand and use this knowledge confidently. However, in some subjects, the school's curricular thinking is new and not fully embedded. In these subjects, pupils' deeper subject-specific knowledge and skills are not as well developed.

Typically, the school has considered the important content that should be revisited regularly. This helps pupils to remember significant ideas and skills. However, on occasions the expectations and support put in place for pupils with special educational needs and/or disabilities (SEND) lack precision. Sometimes, activity choices do not support pupils' learning effectively. Therefore, pupils are not always progressing through the curriculum as leaders intend.

Many pupils speak English as an additional language. Leaders have thought carefully about the needs of these pupils, especially if they are new to the country. They also support families through a well-thought-out induction programme. This helps pupils to settle into school and to develop their language well.

The school has increased the emphasis on reading in the curriculum. Phonics is delivered consistently well by all staff. Books are well matched to the sounds that pupils know. Many pupils join Reception with very limited experience of reading or

books. Leaders have considered this carefully. They ensure that pupils who find reading difficult, or who have fallen behind, are given the support they require. This means that pupils including those with SEND, are developing their fluency and gaining confidence. Many pupils also enjoy the experience of listening to their teachers read stories to them.

During lessons staff make sure that pupils are attentive and patient. Staff have clear routines and expectations of pupils' behaviour. This helps learning to continue without disruption. The school's approach to improving pupils' attendance has led to an improvement in overall attendance. For example, it works with external agencies to ensure that families receive support when needed. However, some pupils do not attend school regularly enough, or are late to school. Leaders know that there is more work to do supporting parents and carers to ensure their children attend school every day.

The school has introduced an effective programme to support pupils' wider development. Pupils know what makes a healthy relationship and why it is important to be tolerant and kind towards each other. This starts in the early years, where children are taught how to be aware of their own and one another's emotions. Pupils are also provided with opportunities to develop their interests and talents, particularly sporting ones. However, they would like a wider range of clubs and trips. Pupils value the range of leadership opportunities available to them including as anti-bullying ambassadors and 'fantastic walking' monitors.

Trustees and members of the local governing body have an accurate view of the school's key strengths and the next steps for further improvement. The school benefits from the support the trust provides including in safeguarding and behaviour management. Staff are proud to work at this school. They value leaders' consideration of their well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school's curricular thinking is new and not fully developed. Sometimes the work selected for pupils does not support pupils to learn and remember key knowledge and skills securely in the long term. This limits pupils' deeper knowledge and understanding of important subject content. The school should ensure that the curriculum in all subjects is fully embedded so that teaching checks and develops pupils' subject-specific skills effectively.

- The small steps of progress that some pupils with SEND need are not clearly identified and the learning support plans put in place for these pupils are not refined and sometimes lack precision. This means that work set for them does not meet their needs consistently well. The school should ensure that the key steps that pupils with SEND need to take are identified and addressed so that teaching focuses on meeting pupils' needs closely.

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	143411
Local authority	Sutton
Inspection number	10323430
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	421
Appropriate authority	Board of trustees
Chair of trust	Anne Spackman
Headteacher	Theresa Jerrom
Website	www.tweeddaleprimary.sutton.sch.uk
Date(s) of previous inspection	15 – 16 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Greenshaw Learning Trust.
- The school's local governing board is shared with Green Wrythe Primary school, another local school in the Trust.
- The school uses one registered provider for alternative provision.

Information about this inspection

The inspector(s) 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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.

- Inspectors carried out deep dives in reading, mathematics, and history. Inspectors also considered the curriculum in other subjects, including music, art, and physical education.
- Inspectors discussed the curriculum with subject leaders, visited a sample of lessons and spoke to teachers and support staff. They spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors met with members of the local governing body and trustees.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; met with designated safeguarding leads; 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 the pupils' interests first.
- Inspectors observed pupils' behaviour in lessons, at social times and around the school. Inspectors spoke with groups of pupils about their experience at school.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils. They also met with parents on the school gate. Inspectors took into account the views of parents using Ofsted's online survey, Ofsted Parent View, including comments received via the free-text facility.

Inspection team

Sam Johnson, lead inspector	His Majesty's Inspector
Neil Harvey	Ofsted Inspector
Sam Hainey	His Majesty's Inspector

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Piccadilly Gate
Store Street
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