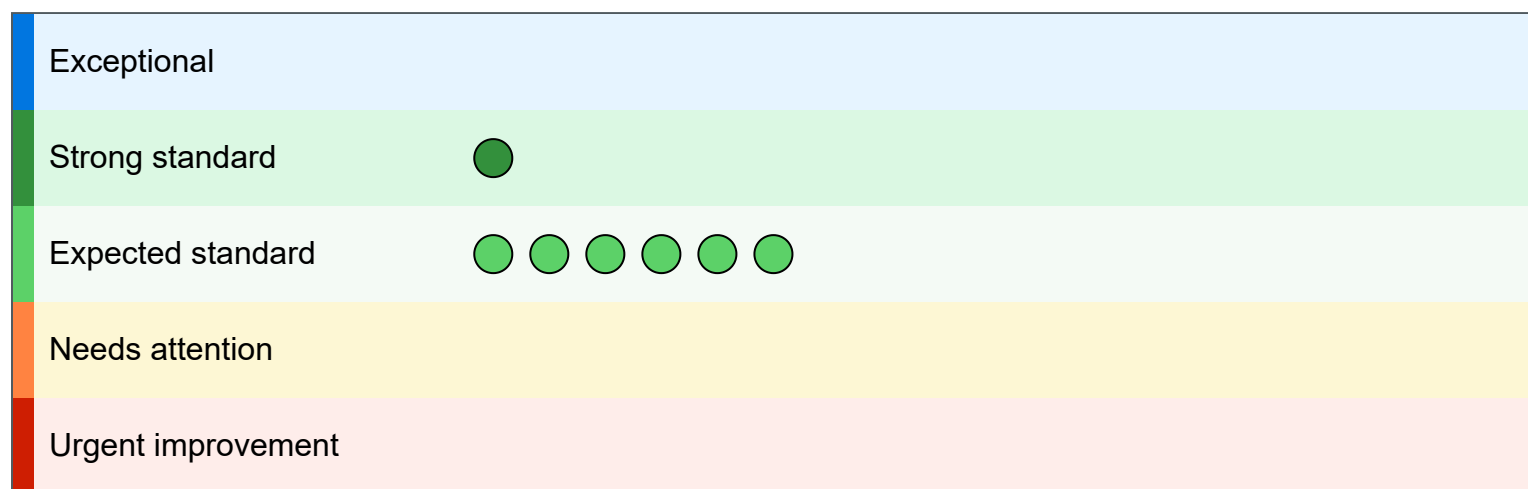


# Tatsfield Primary School

Address: 3 Ship Hill, Tatsfield, Kent, TN16 2AH

Unique reference number (URN): 144231

## Inspection report: 14 April 2026



### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Personal development and wellbeing

Strong standard ●

The school's personal development and wellbeing offer is thoughtfully well planned and highly effective. It provides pupils with a rich and purposeful programme that enables them to build and apply their learning. This aspect of the school's work makes a clear contribution to pupils' confidence, the quality of their relationships and their evident sense of belonging within the school community. Pupils develop a secure and increasingly sophisticated understanding of key curriculum themes. For example, they articulate the differences between religious beliefs and make links between fundamental British values and the school's own values.

The curriculum places a clear emphasis on pupils' safety and wellbeing. Pupils in key stage 1 speak confidently about the importance of rest and sleep in supporting positive mental health. Leaders are highly responsive to emerging issues, particularly those relating to online safety. Pupils understand the risks associated with being online and how these can be reduced. House captains make a valuable contribution to safeguarding by delivering online safety assemblies to their peers.

A wide and well-chosen range of enrichment opportunities, further enhances pupils' personal development. Pupils speak positively about learning from visitors and visits, for example workshops that deepen their understanding of Hinduism. Leaders continually review and refine the offer, using careful and purposeful tracking to ensure it meets the needs of all pupils. This enables leaders to make changes where needed, for example targeting disadvantaged pupils with additional opportunities. Leaders are vigilant in identifying pupils who require pastoral support and take prompt action to put effective provision in place.

Meaningful leadership roles, such as kindness ambassadors and the school council, provide pupils with valuable opportunities to take responsibility and contribute positively to school life. Pupils demonstrate high levels of kindness, empathy and social responsibility. Older pupils thoughtfully discuss global issues, such as the impact of deforestation on indigenous communities. Purposeful charity fundraising initiatives help pupils understand how their actions can make a tangible difference to others.

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## Expected standard ●

### Achievement

Expected standard ●

Leaders carefully monitor how pupils move through the curriculum and achieve over time. They also analyse outcomes from national tests to identify trends and use these effectively to inform their actions. For example, leaders have responded appropriately to recent weaker performance in the Year 4 multiplication tables check by increasing dedicated teaching time and providing pupils with more opportunities to practise. As a result, pupils are better supported to develop essential mathematical fluency.

Overall, pupils achieve broadly in line with national averages in tests and within the school's own curriculum. Generally, pupils develop secure subject-specific vocabulary, which supports them to explain and discuss their learning. Leaders have rightly identified the need to increase challenge across the curriculum so that more pupils achieve highly, including in the national tests, although this is not yet implemented consistently. Disadvantaged pupils achieve broadly in line with their peers and make secure progress from their starting points.

## **Attendance and behaviour**

**Expected standard** 

Leaders have established a positive culture of attendance at the school. Generally, attendance is high and levels of persistent absence are low. When a pupil's attendance begins to decline, leaders take timely action that is tailored to the needs of individual pupils and their families. These actions have led to notable improvements for some pupils who were previously absent frequently. Although attendance outcomes for key groups, including disadvantaged pupils, improved in the last academic year, these have fluctuated in the past. Leaders and the local governing committee rightly maintain a sharp focus on these groups to secure sustained improvement.

Trusting relationships between staff and pupils, high expectations and clear routines underpin the positive behaviour at the school. Pupils move calmly around the building, for example when walking to assemblies, where they sit attentively and listen with respect. Behaviour for learning in lessons is generally focused and cooperative. During social times, pupils play well together, share resources and show consideration for others. Older pupils act as effective role models for younger pupils and support them thoughtfully. Leaders respond robustly to the rare instances of more serious behaviour and ensure staff are well trained to identify early signs of need and intervene proactively.

## **Curriculum and teaching**

**Expected standard** 

Leaders have established a broad and balanced curriculum with an appropriate focus on developing pupils' core knowledge and skills. Across subjects, leaders have identified the essential knowledge pupils need to learn so that learning builds securely over time. Planned opportunities to revisit prior learning are embedded throughout the curriculum and support pupils to apply what they already know in new contexts. Leaders review the curriculum regularly and make purposeful improvements where required. For example, they have strengthened the mathematics curriculum to raise expectations, increase challenge and improve pupils' fluency, particularly in multiplication.

Overall, teachers have secure subject knowledge and use questioning effectively to check pupils' understanding and address misconceptions. As a result, pupils are supported to deepen their learning and move on with confidence. Staff support pupils appropriately in developing their reading skills. However, at times, explanations of tasks and new learning lack sufficient precision or are not fully aligned with leaders' expectations. Consequently, pupils do not always build on or apply their learning as securely as intended. Pupils who face barriers to their learning, including those with special educational needs and/or disabilities, are supported well through purposeful adaptations and targeted interventions that help them to access and keep up with the curriculum.

## Early years

Expected standard 

The early years curriculum is well structured and carefully sequenced, with clear end points. Leaders take account of children's starting points and adapt the curriculum to reflect children's interests and needs. This enables children to make secure progress from where they begin.

The learning environment is language rich and supports children well in developing their vocabulary. Reading is prioritised. Daily phonics teaching, supported by regular checks on learning, helps children to develop secure early reading skills. Staff model sounds accurately and ensure that children do the same. Expectations for writing and spoken language are generally high. Children have frequent opportunities to practise their phonics knowledge in writing.

Staff demonstrate appropriate subject knowledge and know children well. Relationships between staff and children are nurturing and supportive. This enables them to identify needs early, including for pupils with special educational needs and/or disabilities. Interactions between staff and children are typically high quality. At times, during whole-class teaching, new learning is not presented as effectively as it could be, which results in some children losing focus or finding the learning harder to understand.

Indoor and outdoor environments are well organised and promote learning across the curriculum. Transition arrangements into Year 1 are well established. Staff share clear and relevant information with the Year 1 staff team to support continuity of learning and care.

## Inclusion

Expected standard 

In recent years, the number of pupils with education, health and care plans has increased. Leaders have responded effectively by strengthening systems to identify and support pupils' needs, including those who face additional barriers to their learning or wellbeing. Leaders prioritise high-quality staff training, ensuring a shared understanding of inclusion and building staff expertise in meeting pupils' individual needs. Leaders, including those within the trust, maintain clear oversight of provision through regular monitoring and by seeking pupils' views about their experiences.

Leaders and staff know pupils well and have a secure understanding of their individual needs. Barriers to learning are identified promptly and addressed through effective classroom strategies and time-bound interventions. Staff work collaboratively to produce high-quality support plans with clear and precise targets, which are reviewed regularly. Leaders engage well with families and external agencies. Parents and carers value the regular opportunities they have to discuss their children's progress and support.

Pupil premium funding is used appropriately to support eligible pupils. Leaders continue to refine systems to capture the impact of the opportunities pupils access. Arrangements for alternative timetables, including alternative provision, are managed effectively.

Leaders understand the school's context well and use a range of evidence to evaluate provision and plan improvement. Professional learning is aligned closely to the school improvement plan and adapted appropriately as needs emerge. For example, leaders have strengthened their approaches to behaviour by focusing on resolving any issues that emerge by building or repairing relationships.

Leaders make effective use of trust-wide professional learning opportunities, including moderation activities with other schools and subject leader networks. This support is particularly valuable for staff working in a one-form entry school.

Staff are very positive about the professional learning they receive. Leaders also influence practice beyond the school. The local authority has recognised the school's work in promoting personal development and wellbeing and has shared this with other schools across Surrey.

Governance is effective and clearly aligned across the local governing committee and the board of trustees. Communication between different levels of governance is well established, enabling them to stay informed and to provide appropriate challenge to leaders. Safeguarding oversight is prioritised and supported by regular monitoring.

The trust works in effective partnership with school leaders to drive improvement. Decisions taken by leaders and governors demonstrate high ambition for pupils' experiences and outcomes, particularly for disadvantaged pupils. The school is supported by a committed and supportive community. Staff feel appreciated and speak positively about working at the school. They value leaders' considered and pragmatic approach to managing workload. Parents and carers describe the school as warm, nurturing and inclusive, and recognise that pupils are well known and carefully supported.

## **What it's like to be a pupil at this school**

There is a clear sense of belonging at Tatsfield Primary School. Pupils describe the school as kind and welcoming. They say that everyone has a place in their school community. Pupils behave sensibly around the school, showing respect for others. Many pupils say they cannot imagine behaviour ever being unkind or unsafe in their school. Assemblies play an important role in school life. Pupils of all ages enjoy coming together to celebrate achievements, share birthdays and revisit school values such as kindness, resilience and respect, which they understand well.

Pupils are enthusiastic about the wide range of clubs, leadership opportunities and competitive sports available to them. Older pupils act as positive role models, for example by running clubs that younger pupils are keen to join. Pupils feel included in all aspects of school life and contribute thoughtfully to decision making through their involvement in leadership groups.

Pupils attend very regularly and speak very positively about their learning and everyday experiences. They explain that teachers use different approaches to make learning

enjoyable and accessible. Pupils are confident to ask for help from adults or friends and say they receive the support they need to succeed. Older pupils feel well prepared for the move to secondary school and value the opportunities they have had to develop independence and responsibility over their time at the school.

Pupils benefit from rich experiences beyond the classroom, which helps them to apply their learning in practical and memorable ways. For example, during outdoor learning in the school's mini forest, Year 5 pupils apply their science learning about reversible changes as they melt wax over a fire. Pupils are proud to be involved in the local community. This includes children in the early years, who contribute alongside older pupils to whole-school projects such as the upcoming Tatsfield art exhibition.

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## Next steps

- Leaders should continue to embed and strengthen the school's agreed principles for teaching so that staff explain new learning precisely.
  - Leaders should further strengthen pupils' achievement by ensuring that staff consistently provide an appropriate level of challenge, including for the most able pupils.
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## About this inspection

This school is part of the Tandridge 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, Rebecca Plaskitt, and overseen by a board of trustees, co-chaired by Linda Harvey and James Pomfret.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, other school leaders, members of the local academy committee, the CEO and director of education of the trust and a trustee during the inspection. Inspectors also spoke with staff, parents and carers and pupils during the inspection.

The inspectors confirmed the following information about the school:

The school uses one registered alternative provision.

Headteacher: Rachel Jewitt

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**Lead inspector:**

Katie Hancock, His Majesty's Inspector


**Team inspectors:**

Liz McIntosh, Ofsted Inspector

Neerasha Singh, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 14 April 2026

## School and pupil context

**Total pupils**

**196**

Close to average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

**School capacity**

**210**

Below average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

**8.16%**

Well below average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

**Pupils with an education, health and care (EHC) plan**

**3.06%**

Close to average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

**Pupils with special educational needs (SEN) support**

**9.18%**

Below average

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

**Location deprivation**

**Below average**

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

## What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

## All pupils' performance

### Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	61%	Close to average
2024/25 (revised)	70%	62%	Close to average
2023/24 (final)	64%	61%	Close to average
2022/23 (final)	68%	60%	Above

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25 (revised)	74%	75%	Close to average
2023/24 (final)	86%	74%	Above
2022/23 (final)	71%	73%	Close to average

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	75%	72%	Close to average
<b>2024/25 (revised)</b>	78%	72%	Close to average
<b>2023/24 (final)</b>	68%	72%	Close to average
<b>2022/23 (final)</b>	79%	71%	Above

### **Pupils reaching the expected standard in mathematics**

The percentage of pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	77%	73%	Close to average
<b>2024/25 (revised)</b>	78%	74%	Close to average
<b>2023/24 (final)</b>	79%	73%	Close to average
<b>2022/23 (final)</b>	75%	73%	Close to average

### **Disadvantaged pupils' performance**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	29%	46%	Below
<b>2024/25 (revised)</b>	S	47%	S

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2023/24 (final)</b>	S	46%	S
<b>2022/23 (final)</b>	S	44%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	57%	62%	Close to average
<b>2024/25 (revised)</b>	S	63%	S
<b>2023/24 (final)</b>	S	62%	S
<b>2022/23 (final)</b>	S	60%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	43%	59%	Below
<b>2024/25 (revised)</b>	S	59%	S
<b>2023/24 (final)</b>	S	58%	S
<b>2022/23 (final)</b>	S	58%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	43%	60%	Below
<b>2024/25 (revised)</b>	S	61%	S
<b>2023/24 (final)</b>	S	59%	S
<b>2022/23 (final)</b>	S	59%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	29%	68%	-39 pp
<b>2024/25 (revised)</b>	S	69%	S
<b>2023/24 (final)</b>	S	67%	S
<b>2022/23 (final)</b>	S	66%	S

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	57%	80%	-22 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	80%	S
<b>2022/23 (final)</b>	S	78%	S

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	43%	78%	-35 pp
<b>2024/25 (revised)</b>	S	78%	S
<b>2023/24 (final)</b>	S	78%	S
<b>2022/23 (final)</b>	S	77%	S

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	43%	80%	-37 pp
<b>2024/25 (revised)</b>	S	81%	S
<b>2023/24 (final)</b>	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.8%	5.2%	Below
2023/24 (3 term)	5.2%	5.5%	Close to average
2022/23 (3 term)	4.5%	5.9%	Below

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.7%	13.3%	Below
2023/24 (3 term)	12.6%	14.6%	Close to average
2022/23 (3 term)	8.9%	16.2%	Below

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### **Strong standard** ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

### **Expected standard** ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### **Needs attention** ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

### **Urgent improvement** ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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