



REAL REPORTS. DEEPER INSIGHTS. BRIGHTER PREPARATION.

Tash Hurtado

Professional emphasis and preparation

A synthesis of the published inspection record

16

original documents included

14 verified inspector reports

2 supplementary historical reports



OCTOBER 2026

Lead evidence: March 2025 - July 2026

VERSION 4

Prepared 3 October 2026

Independent preparation briefing based on published reports

THE REPORT AT A GLANCE

READING GUIDE

Your reading guide

Begin with the professional profile, then explore the recurring positive signals and points of scrutiny. Every interpretation can be traced to the evidence record.

Professional emphasis	The overall pattern across the lead reports	03
Positive recognition	What the reports appear to value	04
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THE COLLECTION

16 original documents included: 14 verified inspector reports and two supplementary historical reports. The professional synthesis draws on the 13 verified lead reports.

Select a section or evidence reference to navigate. Original PDFs are available through the catalogue and in the accompanying pack.

The professional profile

14 verified reports | 13 as lead inspector | Lead evidence: March 2025 to July 2026

The clearest recurring emphasis is on precision: whether staff know what pupils understand, respond to individual barriers and can explain the effect of their actions. Positive commentary recognises responsive teaching and support, alongside meaningful opportunities for pupils to participate and develop character.

Evidence: E30, E10, E04, E31, E15, E20

01 Accurate understanding, followed by a response

The lead reports repeatedly examine what assessment reveals and how it changes teaching. The apparent emphasis is on detecting errors, matching challenge and securing knowledge.

Evidence: E58, E17, E05

02 Inclusion that works for the individual

The reports give attention to precise barriers, well-matched support and independent access to learning. Favourable commentary recognises support that is reviewed and adjusted as needs change.

Evidence: E51, E10, E03

03 Impact that leaders can explain

Action can receive recognition while its remaining limitations are still identified. The reports distinguish improvement underway from an outcome that is secure.

Evidence: E62, E03, E11

How to read this profile

These are interpretations of published reports from inspections led by Tash Hurtado, not direct observations of personal preferences. Reports are team outputs shaped by the inspection framework and school context. Without a comparison collection, we cannot establish that these emphases are unusual relative to other inspectors.

What receives positive recognition

01 Teaching that anticipates and responds

Favourable commentary links assessment with preventing misconceptions, matching tasks to understanding and moving pupils on when ready. The professional value suggested is responsive teaching grounded in an accurate picture of learning.

Evidence: E47, E54

02 Support that changes as needs change

Review is recognised when it leads to prompt adjustment or timely specialist help. This suggests an emphasis on responsiveness and the fit of support, rather than the existence of a provision plan alone.

Evidence: E15, E03

03 Participation with a clear purpose

Positive commentary recognises character development, purposeful pupil leadership and opportunities tailored to disadvantage. This adds a wider dimension to the profile: what pupils gain from participation receives recognition alongside academic learning.

Evidence: E31, E20

THE UNDERLYING DISTINCTION

Across these examples, favourable commentary connects provision with a tangible benefit for pupils: better-matched learning, more responsive support or meaningful participation.

Evidence note

Examples span several lead reports. These are recurring positive signals, not a measured ranking of preferred practices; no frequency score has been assigned to favourable commentary. School names and exact passages remain available through the references.

Where scrutiny appears to fall

01 Checks that leave gaps undetected

Attention repeatedly falls on whether assessment is accurate enough to catch errors and inform the next task. Conducting checks regularly is not, by itself, treated as sufficient.

Evidence: E02, E47, E58, E17, E05

02 Activities that do not secure intended learning

The reports distinguish task completion from understanding. This appears in both wider curriculum learning and early mathematics, suggesting interest in the knowledge pupils actually gain.

Evidence: E39, E55

03 Support that does not remove the barrier

The challenge is often about fit: whether staff identify the precise difficulty and adapt learning so pupils can participate without waiting for adult help.

Evidence: E51, E10

04 Action whose effect remains uncertain

Improvement activity is examined alongside its results. Reports recognise effective action while retaining concerns where attendance, behaviour or evaluation remain insecure.

Evidence: E62, E03, E11

A REVEALING NUANCE

Positive recognition does not erase a specific weakness. One lead report praises swift changes to support but still identifies writing support that is not always precisely matched. The inference is that responsiveness at leadership level and precision in classroom delivery are examined separately.

Evidence: E15

What to be ready to explain

Use the pattern of emphasis to prepare clear accounts of your work. The prompts below are our suggestions, not predicted inspection questions.

01 How you know, and what changed

Be ready to explain how staff identify misunderstanding and decide what to teach next. A concise example connecting a check, an adjustment and subsequent learning fits the repeated emphasis on assessment precision.

02 Why this response fits this pupil

Be ready to explain the barrier, why the chosen support addresses it and what happens when it does not work. Include how pupils gain access and independence, reflecting the recurring attention to matched support.

03 What the action has achieved so far

Distinguish an initiative from its demonstrated effect. Explain what has improved, what remains unresolved and how leaders know; this reflects the reports' attention to impact and honest evaluation.

04 What pupils gain from wider opportunities

Explain the purpose and benefit of participation, including for pupils facing disadvantage. Positive examples in this collection recognise meaningful roles and tailored opportunities.

Evidence behind the recurring challenges

Defined concern in lead reports	Reports
Assessment does not consistently inform an accurate response	10 / 13
Support or adaptations insufficiently matched to needs	9 / 13
Action has limited, uncertain or insufficiently evaluated impact	6 / 13

These counts corroborate three selected patterns; they are not an exhaustive ranking of interests or a score of inspector strictness. A report may contain both positive and critical findings. The wider profile also draws on curriculum and personal-development passages.

Eight inspections at a glance

Latest 8 of 14 verified reports. Dates are inspection end dates printed in the PDFs; one-day report-card dates are shown as printed.

07 Jul 2026	Iver Village Infant Academy D01 New report card Lead inspector
28 Apr 2026	Langley Hall Primary Academy D02 New report card Lead inspector
03 Feb 2026	Mortimer St Mary's C.E. Junior School D03 New report card Lead inspector
20 Jan 2026	West Hill Primary Academy D04 New report card Lead inspector
25 Nov 2025	Dunmore Primary School D05 New report card Team member
FRAMEWORK CHANGE / New report cards began November 2025	
16 Jul 2025	Oak Green School D06 Area-graded inspection Lead inspector
09 Jul 2025	Overstone Combined School D07 Area-graded inspection Lead inspector
18 Jun 2025	Herne Bay Junior School D08 Area-graded inspection Lead inspector

Six earlier verified reports are listed in the catalogue. The two historical records without a verified inspector link are excluded from this timeline and retained separately. Equal spacing supports reading, rather than representing elapsed time.

Continuity in the recent reports

Accurate assessment and responsive support appear in both the older and recent lead evidence. The newer framework changes how findings are organised; this collection does not establish a change in professional emphasis over time.

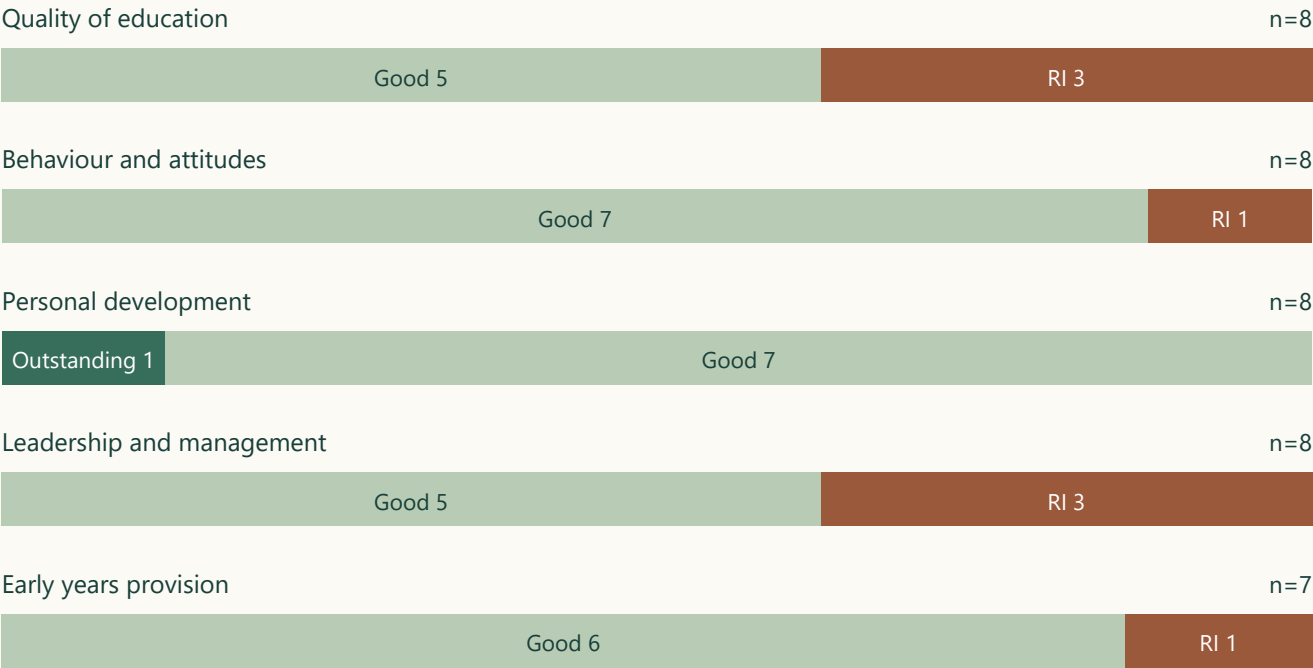
Evidence: [E58](#), [E17](#), [E05](#), [E51](#), [E10](#), [E03](#)

The 2025 judgement profile

Only verified lead reports contribute. Each bar shows the distribution within one judgement area; n is the number of recorded grades. Grade names are not converted between frameworks.

2025 area judgements / 8 graded lead inspections

RI = Requires improvement. All other shown labels are written in full.



Eight graded lead inspections contribute to this profile. One further lead inspection was ungraded; the verified collection contains no eligible overall effectiveness grades.

The 2026 judgement profile

Only verified lead reports contribute. Each bar shows the distribution within one judgement area; n is the number of recorded grades. Grade names are not converted between frameworks.

2026 report cards / 4 lead inspections

Strong = Strong standard · Expected = Expected standard · Attention = Needs attention



Safeguarding: Met in 4/4 lead report cards. No Exceptional or Urgent improvement grades occur in these displayed areas.

No current overall effectiveness grade is available for the verified lead collection, so no overall average is shown. One ungraded lead inspection is excluded from grade distributions. These are school outcomes, not a measure of inspector strictness.

Find an original report

D identifies a verified report; E identifies an evidence entry. Select a school to open its original PDF online. All originals are also included in the download.

ID	School and original PDF	Inspection end	Role / format
D01	Iver Village Infant Academy	07 Jul 2026	Lead / Report card
D02	Langley Hall Primary Academy	28 Apr 2026	Lead / Report card
D03	Mortimer St Mary's C.E. Junior School	03 Feb 2026	Lead / Report card
D04	West Hill Primary Academy	20 Jan 2026	Lead / Report card
D05	Dunmore Primary School	25 Nov 2025	Team / Report card
D06	Oak Green School	16 Jul 2025	Lead / Area-graded
D07	Overstone Combined School	09 Jul 2025	Lead / Area-graded
D08	Herne Bay Junior School	18 Jun 2025	Lead / Area-graded
D09	Wittersham Church of England Primary School	04 Jun 2025	Lead / Area-graded
D10	Eynsham Community Primary School	21 May 2025	Lead / Ungraded
D11	St Mary Magdalene Catholic Primary School	15 May 2025	Lead / Area-graded
D12	Sandling Primary School	08 May 2025	Lead / Area-graded
D13	All Saints CofE Primary School, Horsham	02 Apr 2025	Lead / Area-graded
D14	Cherrywood Community Primary School	19 Mar 2025	Lead / Area-graded

Role and grade evidence

The source record includes inspection-team and grade-table excerpts as well as narrative findings. Each evidence heading identifies the document ID and original PDF page.

What the evidence covers

The professional assessment uses 13 verified lead reports from 19 March 2025 to 7 July 2026. A further verified report, Dunmore, lists Tash Hurtado as a team member. It remains in the collection but does not contribute to lead-inspector conclusions or grade profiles.

Evidence: **E28**

How the priorities were assessed

The profile synthesises recurring positive and critical findings across the verified lead reports. School examples provide evidence for the professional interpretation rather than individual school assessments. Three selected concerns were also assessed systematically across all 13 lead reports; their counts support recurrence, not an exhaustive ranking. Positive signals and wider themes are qualitative. Source-linked analysis and a separate automated verification pass support the underlying evidence; the editorial synthesis remains an interpretation.

Source wording and interpretation

References below reproduce source excerpts with line breaks normalised for reading. Overlapping selections from the same page are merged in their original order. The evidence record separates source wording from our interpretation and preparation suggestions. Automated verification supports source traceability; it is not independent human certification.

Two historical records retained separately

The live collection also contained these older reports. Neither lists Tash Hurtado. They are not presented as part of the verified professional record and do not contribute to the synthesis, counts, timeline or ratings. Their originals remain in the supplementary folder so the downloaded collection is complete.

S01 Oak Green School - 22 Feb 2023

Evidence: **E64**

S02 Overstone Combined School - 09 Nov 2022

Evidence: **E65**

Dates, inspector roles and report formats follow the original PDFs. Judgements describe outcomes at the time of each inspection. The collection was captured on 2 October 2026; this briefing was prepared on 3 October 2026.

REFERENCED SOURCE PASSAGES

10

Evidence record

Select an evidence reference in the briefing to jump here. Select "Original PDF" to inspect the complete source page. The Contents link in each footer returns to the opening page.

E01 / D01 / Original PDF page 1

Iver Village Infant Academy

[Open original PDF](#) · [Catalogue D01](#)

Iver Village Infant Academy Address: Grange Way, Iver, Buckinghamshire, SL0 9NT

Safeguarding standards met

E02 / D01 / Original PDF page 2

Iver Village Infant Academy

[Open original PDF](#) · [Catalogue D01](#)

Achievement Expected standard

Curriculum and teaching Expected standard

Teachers make regular checks on pupils' understanding. Often, this helps to identify and address any errors or misconceptions that pupils may have. Sometimes these checks are not as thorough as they could be, however. When this happens, staff are less clear about how secure pupils' knowledge is and errors can be missed.

Early years Expected standard

E03 / D01 / Original PDF page 3

Iver Village Infant Academy

[Open original PDF](#) · [Catalogue D01](#)

Inclusion Expected standard

Leaders regularly review and refine support as pupils' needs change. They work well with wider professionals where specialist advice or interventions may be needed.

Leadership and governance Expected standard

In other areas of the school's work, it is too early to see the full impact of leaders' actions. For example, leaders recognise that there is more work to do to ensure that all pupils attend school as regularly as they should.

E04 / D01 / Original PDF page 4

Iver Village Infant Academy

[Open original PDF](#) · [Catalogue D01](#)

Personal development and wellbeing Expected standard

Attendance and behaviour Needs attention

Some pupils do not attend school as regularly as they should. Over time, absence rates have remained high. Leaders are taking effective action to improve attendance. As a result, absence rates are starting to reduce.

E05 / D01 / Original PDF page 5

Iver Village Infant Academy

[Open original PDF](#) · [Catalogue D01](#)

Leaders should ensure that pupils are consistently well supported to develop accuracy in their spelling and handwriting.

Leaders should ensure that assessment is used consistently well across the school to identify and address pupils' misconceptions.

E06 / D01 / Original PDF page 6

Iver Village Infant Academy

[Open original PDF](#) · [Catalogue D01](#)

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

Lead inspector: Tash Hurtado, His Majesty's Inspector

E07 / D02 / Original PDF page 1

Langley Hall Primary Academy

[Open original PDF](#) · [Catalogue D02](#)

Safeguarding standards met

E08 / D02 / Original PDF page 2

Langley Hall Primary Academy

[Open original PDF](#) · [Catalogue D02](#)

Attendance and behaviour Expected standard

Curriculum and teaching Expected standard

Sometimes, staff miss opportunities to explore the depth of pupils' knowledge through these checks.

E09 / D02 / Original PDF page 3

Langley Hall Primary Academy

[Open original PDF](#) · [Catalogue D02](#)

Early years Expected standard

Occasionally, in phonics, staff do not model sounds with sufficient precision. Sometimes, they do not address inaccuracies in children's writing as swiftly as they could.

Personal development and wellbeing Expected standard

E10 / D02 / Original PDF page 4

Langley Hall Primary Academy

[Open original PDF](#) · [Catalogue D02](#)**Achievement Needs attention**

Disadvantaged pupils do not achieve as well as they should in national tests. Often, staff are unclear about the specific barriers pupils face.

Adaptations to teaching do not remove barriers as effectively as they could. Consequently, some disadvantaged pupils are less well prepared for their next steps than they need to be.

Inclusion Needs attention

Leaders do not identify the specific barriers that pupils have to their learning and/or wellbeing with sufficient accuracy. As a result, staff are not as effective as they could be in knowing how best to meet pupils' individual needs.

Targeted support is often not as well matched or timely as it could be.

Leaders do not accurately or clearly measure the impact of their work to support disadvantaged pupils. As a result, they are unclear about the extent to which pupil premium funding is having a positive effect

Leaders use regular checks to measure how effectively knowledge gaps for pupils with SEND and those who are disadvantaged are addressed. Leaders recognise that this information is not used as efficiently as it could be to adapt the support that pupils receive.

E11 / D02 / Original PDF page 5

Langley Hall Primary Academy

[Open original PDF](#) · [Catalogue D02](#)**Leadership and governance Needs attention**

Often, leaders do not accurately measure the impact of their work. As a result, they are insufficiently clear about which aspects of the school need to be prioritised for improvement.

Leaders have established a positive culture of mutually respectful relationships. Leaders prioritise staff wellbeing and are considerate of workload.

E12 / D02 / Original PDF page 7

Langley Hall Primary Academy

[Open original PDF](#) · [Catalogue D02](#)

Lead inspector: Tash Hurtado, His Majesty's Inspector

E13 / D03 / Original PDF page 1

Mortimer St Mary's C.E. Junior School

[Open original PDF](#) · [Catalogue D03](#)

Mortimer St Mary's C.E. Junior School Address: The Street, Mortimer, Reading, Berkshire, RG7 3PB

Safeguarding standards met

E14 / D03 / Original PDF page 2

Mortimer St Mary's C.E. Junior School

[Open original PDF](#) · [Catalogue D03](#)

Achievement Expected standard

Attendance and behaviour Expected standard

Curriculum and teaching Expected standard

teachers do not use their checks on pupils' understanding accurately to design suitable tasks in lessons.

E15 / D03 / Original PDF page 3

Mortimer St Mary's C.E. Junior School

[Open original PDF](#) · [Catalogue D03](#)

At times, the support that pupils receive to develop their writing skills is less precisely matched to their specific needs.

Inclusion Expected standard

Leaders check the impact of support strategies for pupils with SEND, those who are disadvantaged and those who are known to social care. They adjust interventions and support swiftly when needed. Leaders work effectively with relevant external professionals to ensure that pupils requiring specialist support receive this without delay.

Leadership and governance Expected standard

E16 / D03 / Original PDF page 4

Mortimer St Mary's C.E. Junior School

[Open original PDF](#) · [Catalogue D03](#)

Personal development and wellbeing Expected standard

E17 / D03 / Original PDF page 5

Mortimer St Mary's C.E. Junior School

[Open original PDF](#) · [Catalogue D03](#)

Leaders should ensure that teachers use assessment accurately to design learning that consistently builds on prior learning so that all pupils can develop deep and detailed knowledge across the curriculum and achieve more highly.

Leaders should continue to improve the teaching of writing so that gaps in pupils' knowledge are consistently addressed and pupils write with accuracy and fluency.

E18 / D03 / Original PDF page 6

Mortimer St Mary's C.E. Junior School

[Open original PDF](#) · [Catalogue D03](#)

Lead inspector: Tash Hurtado, His Majesty's Inspector

E19 / D04 / Original PDF page 1

West Hill Primary Academy

[Open original PDF](#) · [Catalogue D04](#)

Safeguarding standards met

E20 / D04 / Original PDF page 2

West Hill Primary Academy

[Open original PDF](#) · [Catalogue D04](#)

Personal development and wellbeing Strong standard

older pupils lead a 'sunshine club' for younger pupils who struggle to come into school. Pupils welcome their younger peers to the club, organise fun activities and support them to feel more positive about school.

As a result, there are bespoke activities offered to disadvantaged pupils. This ensures that pupils who may have missed out on important opportunities or experiences previously have the chance to explore their talents and interests at school.

Achievement Expected standard

Occasionally, inaccuracies in letter formation are not picked up as effectively as they could be. This sometimes results in repeated misconceptions or less fluid handwriting as pupils move through the school.

E21 / D04 / Original PDF page 3

West Hill Primary Academy

[Open original PDF](#) · [Catalogue D04](#)

Attendance and behaviour Expected standard

Leaders are taking effective action to address this. They recognise that there is further work to do to ensure that all pupils attend school regularly.

Curriculum and teaching Expected standard

At times, teaching choices are not as closely matched to pupils' starting points and needs as they could be.

Early years Expected standard

E22 / D04 / Original PDF page 4

West Hill Primary Academy

[Open original PDF](#) · [Catalogue D04](#)

Inclusion Expected standard

Leadership and governance Expected standard

E23 / D04 / Original PDF page 6

West Hill Primary Academy

[Open original PDF](#) · [Catalogue D04](#)

Lead inspector: Tash Hurtado, His Majesty's Inspector

E24 / D05 / Original PDF page 1

Dunmore Primary School

[Open original PDF](#) · [Catalogue D05](#)

Safeguarding standards met

E25 / D05 / Original PDF page 2

Dunmore Primary School

[Open original PDF](#) · [Catalogue D05](#)

Achievement Expected standard

Attendance and behaviour Expected standard

Curriculum and teaching Expected standard

E26 / D05 / Original PDF page 3

Dunmore Primary School

[Open original PDF](#) · [Catalogue D05](#)

Overall, staff check pupils' prior knowledge and understanding carefully. They typically adjust their teaching to close any gaps in pupils' knowledge.

Early years Expected standard

Inclusion Expected standard

Leaders monitor strategies and resources carefully to ensure that they meet pupils' needs efficiently. They make adjustments promptly where refinements are required.

E27 / D05 / Original PDF page 4

Dunmore Primary School

[Open original PDF](#) · [Catalogue D05](#)

Leadership and governance Expected standard

Personal development and well-being Expected standard

E28 / D05 / Original PDF page 6

Dunmore Primary School

[Open original PDF](#) · [Catalogue D05](#)

Leaders should strengthen their work to secure high attendance for all pupils, particularly for pupils who are disadvantaged. • Leaders should continue to embed and strengthen consistency in the teaching of writing across all subjects.

Lead inspector: Louise Walker, His Majesty's Inspector Team inspectors: Chris Parker, His Majesty's Inspector Simon Woodbridge, His Majesty's Inspector Tash Hurtado, His Majesty's Inspector

E29 / D06 / Original PDF page 1

Oak Green School

[Open original PDF](#) · [Catalogue D06](#)

The quality of education Good

Behaviour and attitudes Good

Personal development Outstanding

Leadership and management Good

Early years provision Good

E30 / D06 / Original PDF page 2

Oak Green School

[Open original PDF](#) · [Catalogue D06](#)

Sometimes, these checks do not give an accurate oversight of pupils' misconceptions. At times, pupils repeat the same mistakes before they are picked up by teachers.

However, some lesson activities are not adapted as precisely as they could be to match pupils' needs. Where this happens, pupils with SEND are sometimes unable to access learning as independently as their peers.

E31 / D06 / Original PDF page 3

Oak Green School

[Open original PDF](#) · [Catalogue D06](#)

The manner in which the school develops pupils' character is exceptional. Staff recognise the challenges that many pupils and families face.

Sometimes, the adaptations teachers make to the curriculum for pupils with SEND do not precisely match their needs.

E32 / D06 / Original PDF page 5

Oak Green School

[Open original PDF](#) · [Catalogue D06](#)

Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

E33 / D06 / Original PDF page 6

Oak Green School

[Open original PDF](#) · [Catalogue D06](#)

Inspection team Tash Hurtado, lead inspector His Majesty's Inspector

E34 / D07 / Original PDF page 1

Overstone Combined School

[Open original PDF](#) · [Catalogue D07](#)

The quality of education Requires improvement

Behaviour and attitudes Good

Personal development Good

Leadership and management Requires improvement

Early years provision Good

E35 / D07 / Original PDF page 2

Overstone Combined School

[Open original PDF](#) · [Catalogue D07](#)

Sometimes, these checks do not provide a consistently clear oversight of what pupils know and can do. As a result, gaps in pupils' knowledge are sometimes not addressed as swiftly as they could be.

However, for some disadvantaged pupils, including those with SEND, barriers to learning are less well understood. Some staff lack the expertise to adapt the curriculum effectively.

E36 / D07 / Original PDF page 4

Overstone Combined School

[Open original PDF](#) · [Catalogue D07](#)

The school's attendance strategy is not helping some pupils, particularly those who are disadvantaged, attend school as regularly as they should.

E37 / D07 / Original PDF page 6

Overstone Combined School

[Open original PDF](#) · [Catalogue D07](#)

Inspection team Tash Hurtado, lead inspector His Majesty's Inspector

E38 / D08 / Original PDF page 1

Herne Bay Junior School

[Open original PDF](#) · [Catalogue D08](#)

The quality of education Requires improvement

Behaviour and attitudes Requires improvement

Personal development Good

Leadership and management Requires improvement

E39 / D08 / Original PDF page 2

Herne Bay Junior School

[Open original PDF](#) · [Catalogue D08](#)

However, in lessons, the specific knowledge pupils need to focus on is sometimes unclear. This often results in pupils completing activities without fully understanding what they are learning about.

Sometimes, these checks do not accurately identify what pupils have learned well and remembered.

E40 / D08 / Original PDF page 3

Herne Bay Junior School

[Open original PDF](#) · [Catalogue D08](#)

While action has been taken to improve more challenging behaviours, this has not been as effective as it needs to be.

The school has taken effective action to improve attendance. Despite this, persistent absence remains high for some pupils.

The arrangements for safeguarding are effective.

However, expertise around some aspects of safeguarding is less secure. Where this is the case, the potential risks associated with certain types of behaviour are sometimes not thoroughly considered.

pupils may not receive well matched and timely interventions that could reduce their risk of future harm.

E41 / D08 / Original PDF page 6

Herne Bay Junior School

[Open original PDF](#) · [Catalogue D08](#)

Inspection team Tash Hurtado, lead inspector His Majesty's Inspector

E42 / D09 / Original PDF page 1

Wittersham Church of England Primary School

[Open original PDF](#) · [Catalogue D09](#)

The quality of education Good

Behaviour and attitudes Good

Personal development Good

Leadership and management Good

Early years provision Good

E43 / D09 / Original PDF page 2

Wittersham Church of England Primary School

[Open original PDF](#) · [Catalogue D09](#)

However, sometimes these checks are not being used. As a result, activity choices are not consistently well-matched to where pupils are in their learning.

E44 / D09 / Original PDF page 3

Wittersham Church of England Primary School

[Open original PDF](#) · [Catalogue D09](#)

some pupils are not building on the learning they are already confident with, because their starting points have not been considered when setting tasks.

E45 / D09 / Original PDF page 6

Wittersham Church of England Primary School

[Open original PDF](#) · [Catalogue D09](#)

Inspection team Tash Hurtado, lead inspector His Majesty's Inspector

E46 / D10 / Original PDF page 1

Eynsham Community Primary School

[Open original PDF](#) · [Catalogue D10](#)

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection.

E47 / D10 / Original PDF page 2

Eynsham Community Primary School

[Open original PDF](#) · [Catalogue D10](#)

Staff use effective systems to check pupils' understanding. As a result, misconceptions are pre-empted, and teaching activities are well matched to where pupils are in their learning.

E48 / D10 / Original PDF page 6

Eynsham Community Primary School

[Open original PDF](#) · [Catalogue D10](#)

Inspection team Tash Hurtado, lead inspector His Majesty's Inspector

E49 / D11 / Original PDF page 1

St Mary Magdalene Catholic Primary School

[Open original PDF](#) · [Catalogue D11](#)

The quality of education Requires improvement

Behaviour and attitudes Good

Personal development Good

Leadership and management Requires improvement

Early years provision Requires improvement

E50 / D11 / Original PDF page 2

St Mary Magdalene Catholic Primary School

[Open original PDF](#) · [Catalogue D11](#)

Where practice is most secure, teachers check pupils' understanding routinely so that misconceptions can be addressed effectively. However, this does not happen consistently

the process of identifying needs is not systematic or precise. As a result, planned provision is not consistently well matched to pupils' particular learning needs.

E51 / D11 / Original PDF page 3

St Mary Magdalene Catholic Primary School

[Open original PDF](#) · [Catalogue D11](#)

learning in lessons is often not suitably adapted to enable pupils with SEND to access the curriculum as successfully or independently as their peers.

Sometimes, pupils are unable to participate in activities and tasks when they are not being directly supported by staff. As a result, pupils with SEND often miss valuable learning time while they wait for help.

E52 / D11 / Original PDF page 6

St Mary Magdalene Catholic Primary School

[Open original PDF](#) · [Catalogue D11](#)

Inspection team Tash Hurtado, lead inspector His Majesty's Inspector

E53 / D12 / Original PDF page 1

Sandling Primary School

[Open original PDF](#) · [Catalogue D12](#)

The quality of education Good

Behaviour and attitudes Good

Personal development Good

Leadership and management Good

Early years provision Good

E54 / D12 / Original PDF page 2

Sandling Primary School

[Open original PDF](#) · [Catalogue D12](#)

From the early years upwards, teachers use effective strategies to check pupils' understanding. This helps to ensure that pupils are only moved on to new learning when they are ready.

E55 / D12 / Original PDF page 3

Sandling Primary School

[Open original PDF](#) · [Catalogue D12](#)

Sometimes, the teaching of early mathematics focuses on task completion rather than mathematical concepts. As a result, pupils may not build sufficiently strong foundations for future mathematics learning.

E56 / D12 / Original PDF page 6

Sandling Primary School

[Open original PDF](#) · [Catalogue D12](#)

Inspection team Tash Hurtado, lead inspector His Majesty's Inspector

E57 / D13 / Original PDF page 1

All Saints CofE Primary School, Horsham

[Open original PDF](#) · [Catalogue D13](#)

The quality of education Good

Behaviour and attitudes Good

Personal development Good

Leadership and management Good

Early years provision Good

E58 / D13 / Original PDF page 2

All Saints CofE Primary School, Horsham

[Open original PDF](#) · [Catalogue D13](#)

The school uses a range of strategies to check pupils' understanding. Often this helps staff to pick up on misconceptions and to change how they teach where needed. However, this practice is not consistent.

E59 / D13 / Original PDF page 3

All Saints CofE Primary School, Horsham

[Open original PDF](#) · [Catalogue D13](#)

The support given to pupils with SEND is not consistently well matched to their needs. This means that some pupils do not access the intended learning as effectively as they could.

Systems to check pupils' understanding are not used consistently. As a result, misconceptions can be missed. Similarly, some pupils are insufficiently challenged by the choice of task they are working on

E60 / D13 / Original PDF page 6

All Saints CofE Primary School, Horsham

[Open original PDF](#) · [Catalogue D13](#)

Inspection team Tash Hurtado, lead inspector His Majesty's Inspector

E61 / D14 / Original PDF page 1

Cherrywood Community Primary School

[Open original PDF](#) · [Catalogue D14](#)

The quality of education Good

Behaviour and attitudes Good

Personal development Good

Leadership and management Good

Early years provision Good

E62 / D14 / Original PDF page 3

Cherrywood Community Primary School

[Open original PDF](#) · [Catalogue D14](#)

However, a very small number of pupils do not respond as effectively to this support and persist in using discriminatory language.

The school is swift to challenge and address these incidents when they occur but recognises that there is further work to do in ensuring this behaviour does not continue.

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Cherrywood Community Primary School

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Inspection team Tash Hurtado, lead inspector His Majesty's Inspector

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Oak Green School

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Inspection team James Broadbridge, lead inspector His Majesty's Inspector Alison Ashcroft Ofsted Inspector Martin Smith His Majesty's Inspector Mo Galway Ofsted Inspector

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Overstone Combined School

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Inspection team Lizzie Jeanes, lead inspector Ofsted Inspector Mineza Maher Ofsted Inspector