

# Inspection of Town Farm Primary School & Nursery

St Mary's Crescent, Stanwell, Staines, Surrey TW19 7HU

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|---------------------------|----------------------|
| Inspection dates:         | 11 and 12 March 2025 |
| The quality of education  | <b>Outstanding</b>   |
| Behaviour and attitudes   | <b>Outstanding</b>   |
| Personal development      | <b>Outstanding</b>   |
| Leadership and management | <b>Outstanding</b>   |
| Early years provision     | <b>Outstanding</b>   |
| Previous inspection grade | Good                 |

## **What is it like to attend this school?**

Pupils are exceptionally proud of their vibrant and welcoming school. The school is very ambitious for its pupils. They thrive here thanks to staff's unwavering focus on well-being and high expectations of pupils' learning. Right from the start of early years, pupils achieve very well across all their subjects.

Strong and respectful relationships are the backbone of the school. Polite, friendly pupils show great care and understanding towards each other. Starting from Nursery, pupils learn to follow clear routines and boundaries. Not a moment of learning time is wasted. During lessons, pupils are keen and attentive learners who relish the interesting activities and enjoy participating in regular discussion.

The school offers many exciting opportunities that widen pupils' experiences. Pupils participate enthusiastically in clubs such as boxing, gymnastics and chess. Activities like sailing, and trips to the farm and museums help bring classroom learning to life. Pupils greatly value their important leadership responsibilities in the 'mini parliament' where they help to make key decisions about the school. They know that staff always listen to their views. Parents and carers speak highly of the school's work. Many comment how staff go above and beyond to support their child.

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

The school has developed an aspirational, stimulating curriculum which is very relevant to pupils growing up in modern Britain. In mathematics, for instance, pupils are taught financial literacy alongside mathematical skills. The curriculum builds knowledge exceptionally well. It regularly promotes deep thinking on aspects such as morality and diversity. For example, children in early years read 'Jack and the Beanstalk', considering whether it is ever acceptable to steal. Across all subjects, the school has meticulously identified the precise knowledge and vocabulary that pupils will learn. This ensures that pupils build firm foundations for the next stage in their education.

The school provides staff with high-quality training which develops their expertise very effectively. Consequently, staff have exceptionally strong subject knowledge. During lessons, pupils, including those with special educational needs and/or disabilities (SEND), learn very well. Teachers use a range of extremely well considered strategies, activities and resources. Pupils have ample opportunities to discuss ideas and ask questions. Pupils, particularly those who speak English as an additional language, are very well supported through pictures, clear instructions and key vocabulary. In early years, children develop great confidence in language and communication, supported by regular exposure to stories and rhymes. If pupils develop any misconceptions or have not understood, staff swiftly spot this and address it. Pupils, including the youngest children, make excellent progress through the curriculum.

Staff identify the needs of pupils with SEND swiftly. Pupils with SEND achieve very well from their individual starting points because staff provide excellent support, adapting the curriculum where necessary.

Learning to read well and widely is a key priority for the school. Skilled staff deliver high quality phonics teaching so that pupils quickly develop the skills that they need to become fluent, independent readers. Books are closely matched to the sounds that pupils know. Staff swiftly spot any pupils who struggle and give them extra help. Pupils value reading. They talk enthusiastically about the interesting range of diverse books that they enjoy during lessons.

Pupils' behaviour is exemplary. The school is a highly calm, well-ordered environment. Pupils conduct themselves with maturity and independence. Staff are extremely adept at showing pupils how to behave respectfully. From early years, pupils demonstrate support and kindness towards each other. They learn to take turns, play considerately together and share their toys. Throughout the school, lessons are highly productive and purposeful.

Pupils' wider personal development is exceptionally well considered. Their understanding of equality and diversity is highly developed. The school makes sure that people of different faiths, cultures and backgrounds are well represented. Pupils embrace difference, describing it as 'just being human'. Excellent pastoral support helps pupils who experience challenges in life. The school's great work around mental well-being means that pupils have a deep understanding of emotions, relationships and ways to stay healthy. They use this knowledge to support each other very well. Pupils have plentiful opportunities to develop their character and act as responsible citizens. For instance, they take good care of their environment and support elderly people in the local area. Pupils understand clearly how to keep themselves safe, including when online.

Leaders and governors work tirelessly to provide an exceptional education for pupils. They are equally determined to give excellent support to pupils and their families who need it. Staff appreciate that leaders are always considerate of their workload and well-being. They are very proud to contribute to the success of this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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

|                                            |                                                                      |
|--------------------------------------------|----------------------------------------------------------------------|
| <b>Unique reference number</b>             | 125126                                                               |
| <b>Local authority</b>                     | Surrey                                                               |
| <b>Inspection number</b>                   | 10341573                                                             |
| <b>Type of school</b>                      | Primary                                                              |
| <b>School category</b>                     | Foundation school                                                    |
| <b>Age range of pupils</b>                 | 3 to 11                                                              |
| <b>Gender of pupils</b>                    | Mixed                                                                |
| <b>Number of pupils on the school roll</b> | 452                                                                  |
| <b>Appropriate authority</b>               | The governing body                                                   |
| <b>Chair of governing body</b>             | Sue Doran                                                            |
| <b>Headteacher</b>                         | Asif Bhatti                                                          |
| <b>Website</b>                             | <a href="http://www.town-farm-surrey.uk">www.town-farm-surrey.uk</a> |
| <b>Dates of previous inspection</b>        | 24 and 25 September 2019, under section 8 of the Education Act 2005  |

## Information about this school

- The headteacher has been in post since 2015.
- The school has a nursery class for three- and four-year-olds.
- The school does not use any alternative provision.

## Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.
- Inspections are a point-in-time evaluation 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 the impact of the of the pandemic with the school and have taken this into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including the headteacher and the special educational needs coordinator. They also spoke to three members of the governing body. Discussions were held with other groups of staff. Account was taken of the responses to Ofsted’s staff survey.
- Inspectors met groups of pupils, observed pupils at breaktime and lunchtime and visited the breakfast club offered before school.
- The lead inspector spoke to a representative from Surrey local authority.
- Inspectors carried out deep dives in these subjects: reading; mathematics; geography; science and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils’ work. Inspectors also reviewed pupils’ work in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; 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 pupils’ interests first.
- Inspectors met parents at the start of the school day and took account of the responses received on Ofsted’s online survey, Ofsted Parent View.

## Inspection team

|                               |                  |
|-------------------------------|------------------|
| Maria Roberts, lead inspector | Ofsted Inspector |
| Michael Eggleton              | Ofsted Inspector |
| Susan Kelly                   | Ofsted Inspector |

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