

# Long Ditton Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	124966
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	359806
<b>Inspection dates</b>	11–12 October 2010
<b>Reporting inspector</b>	Derek Watts

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Liz Baybrook
<b>Headteacher</b>	Anne Porter
<b>Date of previous school inspection</b>	15 October 2007
<b>School address</b>	Ditton Hill Road Surbiton KT6 5JB
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## Introduction

This inspection was carried out by three additional inspectors. Twenty lessons or part lessons were observed and eight teachers were seen. The inspection team examined the school's policies, assessments, pupils' work, teachers' plans and school improvement planning. Discussions were held with the headteacher, staff, governors and pupils. There were informal conversations with parents. The inspectors analysed 95 questionnaires completed by parents and carers and others by staff.

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

- The factors contributing to improvements and high attainment in writing.
- The progress of pupils who have special educational needs and/or disabilities.
- The impact of community cohesion on pupils' contribution to the wider community and on their cultural development.

## Information about the school

This is an average-sized school. About two thirds of the pupils are from a White British heritage. Other pupils are from a wide range of ethnic backgrounds. The proportion of pupils who have special educational needs and/or disabilities is average. These needs and disabilities include moderate learning, speech, language and communication difficulties. The proportion of pupils known to be eligible for free school meals is below average. There is Early Years Foundation Stage provision for 52 part-time children in Nursery and 60 full-time children in Reception. An onsite breakfast club is managed by a private organisation and was not part of the inspection.

**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

Long Ditton Infant and Nursery is a good school. It has made good improvements since the last inspection and there are now some outstanding elements to its work. Outstanding care, guidance and support make a valuable contribution to pupils' personal development. Strong partnerships have been established with parents and carers. Parents are supportive and are very pleased with the care and education provided. Typical comments included, 'Good school where children feel protected and nurtured', 'Fantastic school' and 'We chose this school because of its good reputation'. Pupils achieve well because of good teaching and a varied curriculum. By the end of Year 2, attainment is high in reading, writing and mathematics. Pupils are therefore well prepared for their next school.

Children in the Early Years Foundation Stage get off to a good start. They make outstanding progress in their personal development and good progress in other areas of learning. Pupils, including those who have special educational needs and/or disabilities and the more able, make good progress in Years 1 and 2. Good assessment and well-focused teaching of reading and writing contribute to this. Investigative and practical approaches in mathematics enable pupils to acquire and apply numeracy skills well. Teachers share the purpose of lessons effectively with the class. Explanations, demonstrations and instructions promote learning well. Tasks are usually suitably matched to pupils' needs, particularly in reading, writing and mathematics. However, there are inconsistencies in the quality of teaching, and learning can decline to satisfactory levels in a small minority of lessons when tasks are not challenging enough and when pupils are not sufficiently involved in their learning.

Pupils feel extremely safe at school because of the positive atmosphere and the first-rate attention to safeguarding. They show an excellent understanding of how to lead a healthy lifestyle. Behaviour is good overall in lessons and around the school. Community cohesion is promoted well and pupils benefit from initiatives such as International Week and a partnership with a primary school in Malawi. They make good contributions to the school and to the wider community.

The headteacher provides good leadership and direction. She and the staff are firmly committed to all pupils doing their best. Self-evaluation is accurate in most aspects of the school's work. The findings are used well to inform improvement planning. Some key leaders are new to their posts. There are clear plans to develop their roles, but they are not fully involved in monitoring, evaluating and improving performance. Since the last inspection pupils' attainment has risen from above average to high. Boys and less able pupils are now making good progress because of the action taken by the school. Care, guidance and support have improved from good to outstanding. The school demonstrates a good capacity for further development.

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## What does the school need to do to improve further?

- Improve the consistency of teaching and pupils' learning by ensuring that in all lessons:
  - activities and tasks are suitably challenging and well tailored to pupils' abilities
  - pupils are fully involved in their learning.
- Extend the role of key leaders so that they are fully involved in monitoring, evaluating and improving performance.

## Outcomes for individuals and groups of pupils

**2**

Pupils enter Year 1 with above-average attainment. They thoroughly enjoy their experiences at school and show positive attitudes to learning. A pupil told an inspector, 'We get to look at new things'. School assessments, a range of pupils' work and the lessons seen indicate that attainment is high by the end of Year 2.

The more able pupils are challenged and extended in English and mathematics. As a result, the proportion of pupils attaining higher than expected levels in reading, writing and mathematics is well above average. Tasks and support are well tailored to pupils who have special educational needs and/or disabilities so these pupils make good progress. Any variation in the attainment between boys and girls is not significantly different from the national picture.

Pupils make good progress in speaking and listening because of the regular opportunities they have to discuss their learning, particularly in pairs. In reading and writing, pupils benefit from the focused and structured teaching in smaller groups. The wide range of books and the positive home support contribute to pupils' success in reading.

In a high-quality English lesson, pupils wrote clear instructions on how to make a potion to turn a frog back into a prince. They were inspired by the teacher's lively introduction and the variety of unusual items available. They had good opportunities to discuss and share their ideas. The teacher used demonstration and prompts well to guide their writing. The pupils listed the ingredients and the equipment needed precisely. Using 'bossy verbs' and imaginative adjectives, they wrote clear and detailed instructions.

Pupils make good progress in mathematics because of good teaching and a clear emphasis on investigative and practical work. Specific programmes work well for pupils who need extra help with numeracy. In a successful Year 1 lesson, pupils made good progress in estimating and measuring as they investigated the amount of fruit juice needed for a class party. They measured the capacity of a carton of juice and the number of cups it would fill. The more able pupils used standard units such as millilitres and litres confidently. Pupils applied their numeracy skills well to solve a 'real life' problem.

Pupils' progress is not good in all lessons and inconsistencies in teaching in a minority of lessons can lead to progress being only satisfactory, particularly in subjects other than English and mathematics.

Pupils' good spiritual, moral, social and cultural development is reflected in their positive relationships and their support for others. In assemblies, they reflected well on important values such as tolerance and tackling new challenges. While satisfactory, pupils' knowledge of different faiths is less secure than other elements of their personal

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development. Pupils choose healthy foods and participate enthusiastically in a range of physical activities. They feel extremely well cared for at school and are secure in the knowledge that there are several trusted adults to support them. Pupils willingly take on additional responsibilities such as serving on the school council. They support those less fortunate than themselves by raising funds for different charities. Pupils are well prepared for the next steps in their education. They work well with others and by the time they leave; they have high levels of literacy and numeracy skills. Attendance levels are only average because a small minority of pupils take holidays during school time.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching promotes good progress and enjoyment for pupils. As pupils told an inspector, 'Teachers help you to learn'. The purpose of the lesson is shared with the class so pupils know what they are expected to learn. Teachers also provide clear indicators or success criteria to guide learning and to help pupils to assess their own progress. Questioning is used effectively to challenge the pupils and check their knowledge and understanding. There are good opportunities for pupils to discuss their work but, in a small minority of lessons, pupils spend too long listening to the teacher and their interest and participation decline. In most lessons, assessment is used well to match tasks to pupils' abilities so they are challenged well and make good progress. Teachers implement the school's clear

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marking policy well. Marking gives praise for good work and provides helpful comments to guide improvement.

The curriculum promotes good academic progress and high attainment for pupils. It contributes very well to their personal development. Provision for literacy and numeracy is highly effective. Strategies to improve the performance of boys and pupils who have special educational needs and/or disabilities have been successful. Planning and provision in subject areas such as geography and science are less well developed. Pupils' learning and enjoyment is further enriched by a wide range of clubs, visits and visitors. Parents remarked, 'Huge effort is made to provide varied learning experiences' and 'There are plenty of extra-curricular activities'. Pupils spoke enthusiastically about attending dance, gymnastics, football, recorder and tennis clubs. Themed events such as International Week and Creative Week contribute well to pupils' cultural and creative development.

Care, guidance and support and the positive atmosphere are at the heart of the school's ethos. The well-organised, extremely safe and secure environment provided is appreciated by pupils, parents and carers. A parent wrote, 'My child learns effectively to a high standard in a very safe and secure environment'. Staff know the pupils well and establish warm and positive relationships with them. Pupils who have special educational needs and/or disabilities are carefully assessed and there are well-planned programmes to help them make good progress. There are clear policies and procedures to promote good behaviour and parents commented, 'Behaviour management is well explained'. The school works hard to monitor and promote good attendance. However, a small minority of parents do not fully support school policies. In partnership with other agencies, the school is successful in supporting the pupils and their families who need extra help.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher is firmly focused on high attainment and creating a positive climate for pupils to learn and staff to work in. She is well supported by the deputy headteacher and other staff in promoting good provision and positive outcomes for pupils. The monitoring roles of key subject leaders, some of whom are new to their posts, are at an early stage of development. There are well thought-out plans, including mentoring and training to address this area.

The governing body have a clear understanding of the school's performance and priorities for improvement. Governors are very supportive and provide constructive challenge in order to hold the school to account. Considerable attention is placed on safeguarding. Policies and practice to protect and safeguard children are of a high quality and fully meet

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requirements. All staff are well trained in this important area. Safe practices are promoted very well through the school's curriculum.

Equality of opportunity is promoted well and discrimination is tackled effectively. The headteacher, staff and governors strive to ensure that all groups of pupils achieve as well as they can. Community cohesion is successfully promoted through the school's positive links with the local and wider community and partnerships with a school abroad. The curriculum promotes different cultures well.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Children enter the Nursery with knowledge and skills broadly expected for their age. They settle into school very quickly because of the good induction arrangements and the very positive partnership with parents and carers. High-quality relationships between adults and children and the particular attention given to care and welfare enable children to make exceptional progress in their personal, social and emotional development.

Children are inspired and motivated by the interesting range of learning activities provided. Teaching is good overall and children make good gains in their learning. There are examples of outstanding practice, particularly in the Nursery. There is an effective blend of adult-led activities and those chosen by the children. Children have good opportunities to explore, be creative and work independently. There are good systems for assessment and record keeping and assessment information is usually used well to plan teaching and learning. Minor inconsistencies in teaching and assessment mean that occasionally activities are not well tailored to children's needs, particularly the more-able. Adults successfully integrate language development into all activities so children make good progress in this area. There are good opportunities for children to acquire and practise early writing skills. They gain and apply numeracy skills well in a range of



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practical activities. Good use is made of the outdoor learning areas and children make good progress in creative and physical development. However, the outdoor area for the Reception classes is not as spacious and well equipped as the Nursery. The Early Years Foundation Stage is well led and managed. The new leader has identified clear and useful priorities for improvement.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Nearly half of parents and carers returned the questionnaire. Almost all parents and carers who responded are very happy with their children's experience at the school. They are particularly pleased with safety in the school, the sense of enjoyment, the quality of teaching, preparation for the future and the promotion of healthy lifestyles. The inspection team fully supports these very positive views. The results of the survey indicate that concerns are very few. A very small minority of parents and carers expressed concern about the help the school gives in assisting parents and carers in supporting their children's learning. Inspectors found that school is very effective in meeting the needs of parents and carers and responds well to their concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Long Ditton Infant and Nursery 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	73	24	25	2	2	0	0
The school keeps my child safe	73	77	22	23	0	0	0	0
My school informs me about my child's progress	34	36	48	51	4	4	0	0
My child is making enough progress at this school	45	47	43	45	2	2	0	0
The teaching is good at this school	53	56	38	40	1	1	0	0
The school helps me to support my child's learning	47	49	38	40	5	5	0	0
The school helps my child to have a healthy lifestyle	60	63	33	35	0	0	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)	51	54	34	36	2	2	0	0
The school meets my child's particular needs	45	47	42	44	3	3	0	0
The school deals effectively with unacceptable behaviour	32	34	48	51	3	3	0	0
The school takes account of my suggestions and concerns	32	34	48	51	3	3	0	0
The school is led and managed effectively	45	47	43	45	4	4	0	0
Overall, I am happy with my child's experience at this school	59	62	32	34	3	3	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 October 2010

Dear Pupils

**Inspection of Long Ditton Infant and Nursery School, Surbiton, KT6 5JB**

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit and would like to tell you what we have found. Long Ditton is a good school. There are some outstanding things.

These are the school's main strengths

- Children get off to a good start in the Early Years Foundation Stage.
- You thoroughly enjoy school and the activities provided.
- You are making good progress because of the good teaching.
- By the end of Year 2, you reach high levels in reading, writing and mathematics.
- A good range of learning activities is provided, including clubs and visits.
- You get on well with each other and behaviour is generally good.
- You have an excellent understanding of how to keep healthy and fit.
- You feel extremely safe at school because teachers and other adults take excellent care of you and provide very good guidance and support.
- You make valuable contributions to the school and to the wider community.
- The school is well led and managed by your headteacher and she receives good support from other senior staff.

These are the things we have asked the school to improve. In some lessons, you could be making better progress. We have asked the teachers to:

- match the work more carefully to your abilities, especially those of you who find learning easy
- ensure that you are fully involved in your learning.
- Subject leaders need to be more involved in checking how well the school is doing and in planning improvements.

All of you can help by continuing to work hard. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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