

# Tolworth Junior School

Douglas Road, Surbiton, KT6 7SA

**Inspection dates** 8–9 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a happy and inclusive school. Strong relationships and consistently good teaching ensure pupils make rapid progress, both personally and academically, and achieve well.
- The headteacher provides strong leadership and direction for her school. She has very successfully steered the school through a period of change, following the federation with Tolworth Infant School. She is supported well by an effective team of senior leaders and governors.
- Improvements in the quality of teaching have quickened pupils' progress across the school. Teaching is consistently good and some is outstanding.
- Stronger links and better communication between the infant and junior schools mean that Year 3 teachers are clearer about pupils' needs than before. As a result, pupils settle quickly when they move into Key Stage 2 and make faster progress.
- Pupils make good progress in reading, writing and mathematics. Standards at the end of Year 6 are higher this year than in 2014 in all subjects.
- Disabled pupils and those who have special educational make good progress and achieve well. Highly effective care and teaching in The Ocean ensure pupils who attend make rapid progress.
- Effective support for those pupils who are new to speaking English ensures they feel welcomed and comfortable when they join the school. The progress they make is as good as their classmates and sometimes better.
- Governors are committed to ensuring the best education for pupils and for the local community. They provide good challenge and support, and contribute well to the school's development.
- Pupils are eager to learn and well behaved. They say that adults look after them well so that they feel safe and secure.

### It is not yet an outstanding school because

- At times, the most-able pupils make slightly slower progress in reading than in other subjects. They are not always given enough opportunities to deepen their understanding of texts.
- There are too few good quality, challenging books to extend the most-able readers.
- Subject leaders do not set sufficiently precise targets for improvement.

## Information about this inspection

- Inspectors observed pupils' learning in 17 lessons or part lessons, including two observed jointly with the headteacher.
- Discussions were held with the headteacher, senior leaders, teachers, members of staff, a representative from the local authority, parents and pupils. A meeting was also held with a group of governors.
- Inspectors took account of 36 responses to the online questionnaire, Parent View, and 28 staff questionnaires. In addition, they considered the views expressed by a number of parents in writing and those who spoke with inspectors informally at the start of the school day.
- Inspectors observed the school's work and considered a range of documents and policies, including the school's improvement plan, information about pupils' progress, attendance records and safeguarding policies and procedures.
- Inspectors looked at a sample of pupils' work provided by the school, as well as looking at pupils' work in lessons. They also listened to pupils in Year 3 and Year 6 reading.

## Inspection team

Julie Sackett, Lead Inspector	Additional Inspector
Victoria Turner	Additional Inspector
Carl McCarthy	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium is average. This is additional government funding used to support those pupils known to be eligible for free school meals and those in care.
- The proportion of pupils from minority ethnic groups and those who speak English as an additional language is above average.
- The proportion of disabled pupils and those who have special educational needs is above average.
- A higher than average proportion of pupils joins the school during Key Stage 2.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.
- The school federated with Tolworth Infant School in September 2013. Almost all pupils transfer from Tolworth Infant School to Tolworth Junior School at the start of Year 3.
- The headteacher oversees both schools in the federation. She was previously headteacher of Tolworth Infant School.
- The Ocean caters for up to 12 pupils with moderate to severe learning difficulties. There are currently ten pupils on roll. Pupils spend about half their time in mainstream classes and half their time in The Ocean, according to individual needs.
- The school runs and manages a breakfast club and an after-school club. These were included in this inspection.

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

- Accelerate the progress made by the most-able pupils in reading by providing:
  - more opportunities for pupils to consider and deepen their understanding of texts
  - a wider range of more challenging books and texts.
- Ensure subject leaders set clear and precise targets for improvements in their areas of responsibility.

## Inspection judgements

### The leadership and management are good

- The headteacher has led the school very effectively following the federation of Tolworth Infant School and Tolworth Junior School. She and her senior leaders and governors have ensured that teaching in Tolworth Junior School has improved to enable pupils to behave and achieve well. It now builds more consistently on what pupils receive in the infant school so that, when they join Year 3, they settle quickly with minimal changes of approach. Leaders have rectified weaknesses in teaching and reversed the dip in mathematics attainment in 2014.
- Senior leaders know what the school does well and have accurately pinpointed aspects of the school's work that is in need of further development. They have already secured success by rectifying weaknesses in teaching and by raising standards in all subjects in 2015. Leaders ensure procedures for managing staff performance are robust and effective. They provide training to support teachers' professional development needs very well.
- The headteacher is widely respected by staff, parents and pupils alike. Staff fully share in the headteacher's vision and ambition for the school. Staff morale is high. One governor commented on the loyalty the headteacher inspires among her colleagues, saying, 'They would follow her to the ends of the world.'
- The headteacher has a thorough understanding of pupils' needs. She, her staff and governors are passionate about ensuring all pupils have equal opportunities to achieve their full potential. The federation of the junior and infant schools has enabled teachers to share good practice across the two schools. For example, teachers have discussed the best ways to use practical equipment to strengthen pupils' understanding of mathematical concepts, so that teachers can try out new approaches and ideas.
- Subject leaders' roles have developed well since the last inspection. For example, the English and mathematics leaders have a confident grasp of recent national changes to the way their subjects are taught, and have ensured there are no gaps in pupils' learning. However, subject leaders do not always set sufficiently clear and precise targets to improve the quality of teaching of their subject areas and speed up pupils' progress. This is why leadership and management are not outstanding.
- Parents are pleased with recent improvements in the school. All those who completed the online questionnaire feel the school is well led and managed and almost all would recommend the school to others.
- Leaders have established clearly understood procedures for managing pupils' behaviour across both schools in the federation. This underpins pupils' good behaviour across the school and helps pupils to settle quickly and confidently when they join Year 3.
- Relationships in the school are positive. Pupils from all abilities, backgrounds and beliefs get on very well together. Pupils who attend The Ocean play a full and valued part in school life. Parents of pupils who attend this specialist provision praised the way in which pupils are fully involved in mainstream classes.
- Safeguarding arrangements are fully in place, meet current statutory requirements and help to keep pupils safe. The school is clean, well organised and secure. Staff are well qualified and alert to potential risks to pupils, including the risk of radicalisation and extremism. Leaders are alert to discrimination of any kind. They respond quickly and appropriately if they have any concerns.
- The teacher in charge of The Ocean provides strong leadership for her team of experienced and knowledgeable staff. She ensures resources are good quality and are used very effectively to meet pupils' needs.
- Leaders use additional government funding well to support pupils' achievement, so that gaps between this group's achievement and others in the school have narrowed. For example, they provide focused teaching for small groups and individuals, and support pupils' involvement in clubs and trips. Leaders make sure that staff are fully aware of pupils' needs.
- Subjects are taught in a lively way so that pupils are enthused about learning. Special events, such as theatre visits and dressing-up days, contribute to pupils' interest and to their positive attitudes to school.
- School and British values are regularly and successfully promoted through assemblies and lessons, such as those promoting personal and social skills. Teachers routinely promote good attitudes and work habits by, for example, encouraging pupils to persevere when they find the work difficult. The curriculum contributes well to pupils' spiritual, moral, social and cultural development. For example, pupils in Year 5 learn about what being a responsible citizen means, while those in Year 6 consider the causes of the Second World War and its impact on people in some of the countries affected. Pupils in all year groups learn about world religions. Visits to places of worship increase pupils' understanding and respect for differing beliefs.
- Pupils learn about specific aspects of life in modern Britain through topic work, such as democracy and the

rule of law, and are well prepared to make a positive contribution to British society. For example, pupils have regular opportunities to debate thought-provoking issues, such as deforestation, and all pupils are involved in electing school councillors.

- The local authority has worked effectively with school leaders over the past year during the federation process. It has helped to strengthen middle and senior leadership through training and coaching. This has improved the school's capacity to sustain and build on recent developments. The local authority recognises the smooth transition established by leaders between Year 2 and Year 3, and the positive effect this has had on pupils' progress.
- Leaders use the sport premium well to involve pupils in physical education and to support healthy lifestyles. Specialist teachers and coaches provide a greater variety of sports for pupils to experience. These include tag rugby, handball and dance, while an outdoor adventure club has taught orienteering, archery and problem-solving skills. Stronger links with local sports clubs have enabled more pupils to pursue particular interests. There are more opportunities for pupils to participate in competitions and tournaments with other schools. Teachers are more confident about teaching physical education and have higher expectations of pupils' potential to achieve because of well-focused training.
- **The governance of the school:**
  - The governing body makes a strong contribution to the school's leadership and management. Governors bring a wide range of skills and experience to the governing body and use these very well to support the school's work. They have worked closely with leaders and staff to ensure the process of federating the infant and junior schools has been smooth.
  - The governing body constantly checks and reviews the use of funds to support pupils' achievement, including those eligible for support by pupil premium. They regularly analyse and discuss information about pupils' progress with senior leaders and compare the school's performance with other schools nationally.
  - Governors know how well teaching contributes to pupils' learning and what procedures are in place to manage and improve the quality of teaching. In the past, governors have been fully informed of the steps taken by senior leaders to reward good teaching and to tackle underperformance. Governors have a confident understanding of safeguarding arrangements and regularly check that they meet statutory requirements.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Most work industriously during lessons and want to do their best. However, just one or two pupils in a few lessons find it difficult to keep focused on their work. As a result, their progress slows. This is why behaviour is not outstanding.
- Pupils are polite and courteous. They enjoy talking and playing with their friends during playtimes and move around the school sensibly and calmly. They listen thoughtfully and respectfully during assemblies.
- Pupils who attend The Ocean develop strong relationships with the staff. They behave exceptionally well and are highly positive about learning. They are eager to contribute during lessons, listen attentively and follow adults' instructions quickly.
- Adults in the breakfast club provide good levels of care for those pupils who attend. They provide a range of enjoyable activities in a calm, peaceful atmosphere.
- All parents who completed the online questionnaire say that their children are happy in school. Almost all felt that their children are well behaved and safe.
- Pupils say they 'love school' because lessons are fun. Most are keen to get into school in the mornings and attend regularly. Attendance is in line with the national average.

### Safety

- The school's work to keep pupils safe and secure is good. Leaders recognise that there are a few very small improvements needed in the playground and this is why safety is not outstanding. Pupils say that teachers make sure they feel safe and that there is always an adult on hand if they need help or reassurance.
- Pupils listen carefully to visitors from organisations, such as Childline, the fire service and the police force, so that they know how to help to keep themselves safe. For example, they know they must wear seatbelts when travelling by car and understand why smoking is harmful.
- Pupils know about different types of bullying and are confident that any incidents are dealt with properly by adults. They have a good awareness of how to keep safe when using the internet and appreciate being

able to 'talk things through' during special assemblies about e-safety. Pupils say that there is no name calling in school and that pupils play with each other nicely.

### **The quality of teaching** is good

- The quality of teaching has improved since the federation of Tolworth Infant and Tolworth Junior. Closer working between the two schools ensures that teaching in Key Stage 2 builds more effectively on pupils' learning than previously.
- The teaching of mathematics has improved. Teachers are clear about how to teach mathematics and use their good subject knowledge to move pupils' learning on at a brisk pace. They regularly provide thought-provoking and challenging tasks, particularly for the most able, so that these pupils make good progress.
- Teachers equip pupils with the skills to write for a wide range of different purposes. Teachers give pupils opportunities to share and discuss ideas. This helps them to edit and improve their own work, as well as helping each other.
- Well-focused teaching during reading sessions moves pupils' learning on at a lively pace. Consequently, pupils get on well with their work. Effective training means that teachers are more confident about developing pupils' reading skills, including the teaching of phonics (the link between sounds and letters). Teaching is not outstanding because, at times, teachers miss opportunities to deepen pupils' understanding of texts, particularly for the most able.
- Teachers make sure pupils have opportunities to read regularly and that there are more good quality books available. While pupils are keen to read, there are too few books which are sufficiently challenging to inspire and extend the most-able readers.
- Teachers in The Ocean have a thorough understanding of pupils' individual needs. They have high expectations of pupils' behaviour and skilfully engage pupils in learning. They give the development of literacy skills a high priority. For example, key vocabulary is displayed which effectively supports pupils in their written work. Resources, such as sign language, visual timetables and computing programs are used well to enhance pupils' learning.
- Teachers and teaching assistants provide good support for pupils new to speaking English. For example, teaching assistants familiarise pupils with new vocabulary at the start of each new topic. This means that pupils get started quickly during lessons and make the same good progress as their classmates.
- Teaching assistants provide good quality support during lessons and make an important contribution to pupils' learning, including for disabled pupils and those who have special educational needs. For example, in mathematics lessons they help pupils to use their mathematical knowledge to check their answers. As a result, pupils develop responsibility for their own learning and develop the same good work habits as their classmates.

### **The achievement of pupils** is good

- Improved teaching since the federation of the two schools is now taking effect, with pupils making faster progress in reading, writing and mathematics across the school. As a result, attainment at the end of Year 6 has increased in all subjects this year.
- In 2014, pupils' attainment in reading at the end of Year 6 was below average. Leaders and staff have worked very successfully to improve the teaching of reading and to lift standards in 2015. Pupils use phonics knowledge well to help them to read unfamiliar words. They speak enthusiastically about reading and are increasingly confident when talking about the different characters they encounter in fiction books and the meaning of texts. Achievement is not outstanding because pupils' deeper understanding of some of the more subtle meanings behind the texts is underdeveloped, particularly for the most able.
- Average levels of attainment in mathematics in 2014 have been sustained in 2015, with more pupils attaining at least expected levels at the end of Year 6 this year. Pupils develop a range of strategies, including formal methods, to solve mathematical problems.
- Teachers' high expectations of the most-able pupils in the school ensure that they make good progress. In 2014, above average proportions attained the higher levels in mathematics and writing, but fewer pupils attained the higher levels in reading. More pupils attained the higher levels this year than in 2014, ensuring average proportions in all three subjects. However, some of the most-able pupils make slightly slower progress in reading than in writing and mathematics.
- Disabled pupils and those who have special educational needs make similarly good progress to their classmates. Some pupils make smaller steps of progress during Year 3 and Year 4 as they develop some

of the basic skills needed to achieve well. However, as a result of this good foundation, their progress speeds up in Year 5 and Year 6, making good progress overall by the end of Year 6.

- Pupils regularly write at length, as well as completing shorter pieces of work. They learn how to edit and improve their work competently. Attainment in writing was average in 2014 and improved in 2015.
- Pupils who attend The Ocean develop learning and life skills which contribute well to their good achievement. They develop competent language and communication skills and are able to use a wide range of vocabulary. Pupils spend some of their time learning in mainstream classes and some of their time in The Ocean, according to their needs. Pupils benefit from specialist support, including speech and language therapy and occupational therapy.
- Pupils who are new to English are fully involved classroom life and learn well, particularly in their understanding and use of the English language. Effective teaching ensures they make rapid progress in reading, writing and mathematics.
- In the 2014 national tests, pupils eligible for support from pupil premium funding attained less well than other pupils in school and nationally. In reading, their attainment was about a year behind pupils nationally and about eight months behind their classmates in school. In mathematics, there was a gap of about 16 months, and a much smaller gap of about four months in writing. The gaps are much smaller this year in reading and mathematics, and have closed in writing. Information about pupils' progress shows that eligible pupils make faster progress as they move up through the school so that, by the end of Year 6, they have made similar progress to their peers, both in school and nationally.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	102574
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	461679

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	348
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lee Richardson
<b>Headteacher</b>	Rachel Nye
<b>Date of previous school inspection</b>	22–23 February 2012
<b>Telephone number</b>	020 8399 4472
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