

# Inspection of a good school: Long Ditton Infant and Nursery School

Ditton Hill Road, Surbiton, Surrey KT6 5JB

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Inspection dates:

24–25 September 2019

## **Outcome**

Long Ditton Infant and Nursery School continues to be a good school.

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

Pupils feel happy and safe at this school. They know that staff care about them. Pupils and parents say that bullying hardly ever happens. If it does, pupils are sure that staff will sort it out straight away. Pupils enjoy the varied and interesting activities the school provides for them. They describe the school as an 'exciting' place to be.

Pupils behave well. They support each other when they learn. They show care and respect when they play together. Staff have made sure that there are lots of fun things to do at lunchtime and playtime. Staff watch over the pupils to ensure that everyone is safe and happy.

Teachers have high expectations of what pupils can achieve. They know each pupil well. Pupils enjoy trying their best for their teachers. They take a real pride in what they achieve. Teachers make sure that pupils feel that they have a say in what happens in school. For example, pupils made the decision at the start of the year to change the names of all the classes in the school. They appreciate that their voices are heard.

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

Leaders are passionate about the importance of reading. From when children start in Nursery, there is a strong focus on developing the skills they need for early reading. The teaching of phonics is firmly established in the school. Staff are well trained and confident. Pupils respond well. They use their phonics skills to sound out new words. They keep going even when they come across difficult words. Leaders are quick to spot pupils who start to fall behind and give them the help they need. Pupils read books that are the right level for their reading skills.

Throughout the school, pupils show their love of reading. In Nursery, children will readily choose books for adults to read to them. In Year 1, pupils explained with real enjoyment the story of 'Gruffalo'. They giggled at how the mouse outwits the monster. Pupils are keen to use the new vocabulary they learn in their writing.

Mathematics teaching is strong. Planning documents show clearly what pupils need to learn at each stage to build up their mathematical skills and understanding. Pupils have a firm grasp of what they have learned. They are able to explain their reasoning and to recall previous learning. If a pupil does need extra help, teachers are quick to act.

Leaders have ensured that all pupils experience a wide range of subjects. Pupils achieve well in English and mathematics. This has happened because of the teachers' well-thought-through planning and delivery of learning. Leaders have been concentrating their efforts on improving the teaching of some of the foundation subjects. They know that not all of these subjects are planned as well as others. Leaders are focusing on making sure that pupils build their learning more effectively. An example of this is in music, which is at an early stage of development. Teachers are deepening their subject knowledge to improve the quality of what the pupils learn.

Long Ditton's curriculum consists of more than academic subjects. Pupils enjoy a wide range of opportunities to boost their learning. Staff ensure that there is plenty to interest and inspire the pupils. Sports activities are many and varied. Everyone takes part in the Morning March each morning. Pupils have enjoyed training sessions at the local hockey club. They have loved welcoming Olympic athletes to the school. Pupils have created their own art gallery show, which parents very much enjoyed.

Teachers are skilled in their support for pupils with special educational needs and/or disabilities (SEND). They work well to ensure that the pupils' needs are met, and that pupils participate in all areas of school life.

Staff have very high expectations of pupils' behaviour. They concentrate on developing pupils' social skills as well as establishing helpful routines. Pupils behave well as a result.

The leadership of the school has strong moral purpose. Leaders act with integrity. All their work is focused on making sure that every pupil is 'the best they can be'. This approach extends to staff as well. Leaders ensure that staff are well supported. Staff are very proud to work at the school. They are committed to the vision and values of the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that the correct checks are made on staff who join the school. Governors carefully monitor and review safeguarding practice.

Staff are clear that keeping children safe is everyone's responsibility. The headteacher regularly reinforces the importance of safeguarding through training so staff know what to look out for and how to act on any concern. Leaders are quick to follow up when a worry is raised. Pupils report that they feel safe, and that they know the adults in the school will look after them.

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

### (Information for the school and appropriate authority)

- The planning and delivery of some of the foundation subjects are not as well developed as in the rest of the curriculum. Leaders should ensure that curriculum plans for these subjects sequence the teaching of knowledge and skills to support pupils to learn and remember more.
- Currently, teachers do not have sufficiently expert knowledge in all the foundation subjects. Leaders should provide the training teachers need to improve their knowledge of these subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Long Ditton Infant and Nursery School to be good on 11–12 October 2010.

## 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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	124966
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10111329
<b>Type of school</b>	Nursery and Infant
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 7
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Lis Braybrook
<b>Headteacher</b>	Monica Paines
<b>Website</b>	<a href="http://www.longditton.surrey.sch.uk">www.longditton.surrey.sch.uk</a>
<b>Date of previous inspection</b>	8 March 2016

## Information about this 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 with SEND is below the national average.
- The proportion of pupils known to be eligible for free school meals is below average.

## Information about this inspection

- The inspector met the headteacher and other members of staff, including the special education needs coordinator and early years leader. She also met with five governors.
- To check on the quality of education, the inspector focused mainly on reading, mathematics and music. This involved talking to senior leaders, subject leaders and class teachers about how these subjects are taught. She then visited some lessons to see this in action, talking to pupils about what they had learned and looking at their

work.

- The inspector reviewed the school's safeguarding arrangements. She looked at relevant documents, staff recruitment checks and training. She also considered how well adults in the school act on emerging concerns about pupils' welfare.
- The inspector spoke to pupils, staff and parents to gather their views about the school. She considered survey responses from 58 pupils, 19 members of staff and 72 parents.

## **Inspection team**

Yasmin Maskatiya, lead inspector

Her Majesty's Inspector

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