

# Inspection of Tweseldown Infant School

Jubilee Drive, Church Crookham, Fleet, Hampshire GU52 8DW

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Inspection dates: 24 and 25 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

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

Leaders aspire for all pupils to be confident, life-long learners ready to achieve their very best in life. They want to open pupils' eyes to a world of possibility. Pupils learn about working life by visiting workplaces such as the local vets. Furthermore, visitors, such as a Paralympian, teach pupils about the values of perseverance and resilience.

Pupils receive high-quality pastoral support. Warm supportive relationships help them to feel safe, grow in confidence and flourish. As one parent stated: 'This school has a wonderful, nurturing environment and my child has thrived.'

Pupils show respect to others and are kind. They clearly understand the school rule, 'kind hands, kind feet, kind mouths'. Pupils learn what this means right from the start of Reception. Children in Reception learn how to form positive friendships with each other and how to play together successfully. Bullying is very rare. When pupils are unkind to one another, leaders deal with this promptly and effectively. This prevents incidents from escalating further.

Through performing at local community events in front of large audiences, pupils develop confidence. Pupils also learn the importance of serving others. They particularly enjoy planting bulbs and entertaining the residents at a local care home.

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

Leaders are ambitious for all pupils, including those with special education needs and/or disabilities (SEND), to achieve well. Leaders have designed a broad curriculum. This identifies the important skills and knowledge that pupils must learn. In some subjects, this knowledge is broken down into a logical sequence that builds right from the start of Reception to the end of Year 2. For example, when studying the seasons in science, the curriculum identifies the exact knowledge that teachers need to teach, when to teach it and when to revisit it.

In subjects where the curriculum is well sequenced, pupils remember their learning and achieve well. Teachers design activities that ensure all pupils, including those with SEND, develop their understanding securely. Teachers check what pupils' have learned routinely and address misconceptions swiftly.

In some subjects, the curriculum design does not identify the knowledge that teachers need to teach precisely enough. Also, the curriculum sequence does not enable pupils to make helpful connections between concepts. Pupils do not remember what they have learned as effectively. For example, in mathematics, pupils are not always given the opportunity to strengthen their mathematical understanding by practising calculation strategies through solving problems.

Leaders want all pupils to love reading. Leaders are ambitious for pupils to be confident, fluent readers by the end of Year 1. Children learn phonics right from the

start of Reception using a well-sequenced programme. All staff follow this programme consistently. Pupils practise reading using books that are matched closely to the sounds they know. This enables them to read with confidence and fluency. Adult support for those who are finding reading more difficult is planned systematically, and therefore is effective.

Pupils behave well in lessons and around the school. They collaborate happily. For example, in Reception, children cooperate well together when acting out learning about doctors as part of their 'Heroes' topic. Pupils are polite and respond well to adults. They demonstrate the high levels of respect modelled by staff. This includes valuing their learning environment, particularly in the early years where children share resources well and clear up willingly when asked.

Leaders' provision for pupils' personal development is a strength. Pupils learn about healthy relationships in an age-appropriate way. They learn about the diversity of modern British society through lessons, assemblies and listening to high-quality, well-chosen literature. Leaders develop pupils' talents and interests through a wide range of appealing clubs, for example French, yoga and choir. Leaders are keen that no one misses out. They make sure that pupils who will benefit from or enjoy a particular club are specifically invited to attend. Recently, leaders have introduced 'board games afternoons'. Through these sessions, pupils learn the art of cooperation and social interaction, and the skill of losing graciously.

Leaders and governors have a sharp focus on providing high-quality education for all, including pupils who are disadvantaged and those with SEND. Governors routinely challenge leaders, asking carefully considered, focused questions. Subject leaders know their subjects well. They are passionate about continuing to improve the curriculum. Leaders know that there is still work to do in some curriculum areas, but their ambition to achieve this swiftly is clear. All staff are proud to work at the school. They appreciate the support they receive to develop professionally and manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong culture of vigilance. They are aware that even the smallest concerns can indicate a pupil is at risk of harm. Leaders always seek to act in pupils' best interests. When necessary, leaders make referrals to external agencies swiftly. This ensures that pupils and their families get the help they need quickly. Leaders make all appropriate checks to ensure that adults in school are safe to work with children.

All pupils learn how to keep themselves safe online. Pupils know that there are trusted adults to speak to in school if they have a worry or concern.

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

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

- In some foundation subjects, the curriculum content is too broad. Leaders have not identified with enough precision the detailed knowledge that pupils need to learn. Therefore, pupils are not able to make links between concepts securely enough, so they build and apply knowledge systematically. Leaders need to continue to refine the curriculum so that the exact knowledge that pupils need to learn and when they need to learn it is clear.

## 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](#)' 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>	116020
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10256338
<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	350
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Deborah Stephenson
<b>Headteacher</b>	Kim Tottem
<b>Website</b>	<a href="http://www.tweseldowninfantschool.co.uk">www.tweseldowninfantschool.co.uk</a>
<b>Date of previous inspection</b>	14 July 2009

## Information about this school

- This is a larger-than-average four-form entry infant school.
- Since the previous inspection, the school has doubled in size from a two-form entry to a four-form entry school.
- Since the previous inspection, the school has moved into new buildings on a new site based on a recently built housing development.
- The school currently 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher and senior leaders. The lead inspector also met with members of the governing body,

including the chair of governors, and an officer from the local authority.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, geography and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspectors also discussed planning and documentation from a range of other subjects with leaders.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records and interviewing staff and through discussions with pupils.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- Inspectors reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

### **Inspection team**

Sue Keeling, lead inspector

His Majesty's Inspector

Mark Rivers

Ofsted Inspector

Catherine Hylands

Ofsted Inspector

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