

Inspection of a good school: Littleton C of E Infant School

Rectory Close, Shepperton, Surrey TW17 0QE

Inspection date: 18 July 2023

Outcome

Littleton C of E Infant School continues to be a good school.

What is it like to attend this school?

Parents are effusive in their praise of Littleton Infant School, and with good reason. They reference the 'family feel' that helps to nurture their children so that they 'thrive' in their care and, in the words of one parent, be a school which 'embraces each child for who they are'. Staff know their pupils well, and as a result, positive and warm relationships permeate the school. Pupils feel happy and safe.

Pupils benefit from a range of different opportunities to develop their wider education. This includes the forest school, mindfulness sessions, and clubs such as Spanish, mathematics and street dance. They speak enthusiastically about the double decker bus that is their library, relishing the opportunity to go there and take out books. They are pleased to have a say in the new books that are regularly placed in here, voting for ones that they would find interesting.

Behaviour around the school is calm and settled. Pupils know how to treat one another with kindness, and they play well together at social times. In the hall at lunchtime, older children serve food to the younger pupils, and the youngest pupils look forward eagerly to the time when it is their turn to have this responsibility.

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

Leaders have planned a curriculum across subjects that carefully identifies the small steps of learning that all pupils need, including those with special educational needs and/or disabilities (SEND). They have thought about how these connect and build, so that an effective sequence of learning is in place. This is underpinned by 'enquiry questions' designed to make pupils think. As a result, pupils achieve well.

Staff have high expectations of pupils' behaviour, and this is matched by the pupils themselves. Lessons are calm and orderly, and pupils listen attentively.

In lessons, staff have secure subject knowledge and give clear explanations. They adapt their teaching to ensure that pupils with SEND are included and achieve well. They enthuse all pupils about their learning, and pupils in turn are keen to show what they know. Pupils are keen to ask questions and to volunteer answers. If they get things wrong, they are resilient as staff encourage them to try again. They persist in the face of challenges.

Reading is a central focus in this school as leaders recognise that, without this, pupils cannot succeed across other areas of the curriculum. Staff are well trained to deliver sessions that enthuse children about reading, whether this is in the phonics lessons or in engaging story-time sessions that happen regularly. Books are everywhere in this school, and reading is celebrated and prioritised through pupils earning 'reading awards', which reflect their efforts. Classroom displays support pupils in remembering key sounds, as well as sharing interesting texts that classes are reading.

Early reading is taught especially well. For those who need additional support, pupils benefit from specific sessions that are matched to their needs. This helps them develop into increasingly confident readers.

Assessment in some subjects is precise, with staff picking up on any misconceptions quickly. For example, in early reading, staff have a sharp focus on ensuring that any mistakes are corrected rapidly, adapting their teaching as needed to ensure pupils are secure in their understanding. However, this is not consistently the case across all subjects. At points, gaps in learning or misconceptions are not addressed as quickly as they could be, and this means that pupils are not always secure in their understanding before moving on.

In the early years, as is the case across the school, there are engaging activities for children to undertake. These are carefully planned to support the intended learning. Staff are warm and positive, modelling strong communication skills. There is a strong focus on oracy across the school. As a result, pupils are increasingly confident and articulate in talking to one another and to visitors.

Leaders plan an effective range of activities to develop the whole child beyond the classroom, and they have thought carefully about what will prepare them for the wider world. For example, from a young age, pupils have a really clear understanding about issues such as consent and how your actions can impact on others. They raise money for local charities and support the local foodbank. Clubs and activities are inclusive, and pupils with SEND or who are disadvantaged benefit well from these opportunities.

Leaders and governors are thoughtful and considered in their actions. They are outward looking and use wider expertise to continue to develop their school. They conduct careful monitoring and checking to make sure that their actions have the impact they want them to.

Safeguarding

The arrangements for safeguarding are effective.

There is an effective culture of safeguarding at the school. Staff receive appropriate training that is regularly updated, meaning that they know how to identify and refer any pupils who might be at risk. They know their pupils well, and there are detailed records kept of any concerns. Concerns are acted on quickly, and leaders liaise well with external agencies as needed.

Leaders complete appropriate checks to ensure that adults are safe to work with children. Governors know their safeguarding responsibilities and hold leaders to account effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in some subjects is not as precise as it could be. In some subjects, staff do not always have an accurate understanding of what pupils have understood and do not pick up on gaps or misconceptions as quickly as they could. Leaders need to ensure that staff develop their assessment practices so that, as they do in reading, they can identify what pupils know and where they need to develop.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2013.

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

Unique reference number	125231
Local authority	Surrey
Inspection number	10287954
Type of school	Infant
School category	Voluntary aided
Age range of pupils	2 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	116
Appropriate authority	The governing body
Chair of governing body	Timothy Rose
Headteacher	Rachel Barton (executive headteacher)
Website	www.littleton.surrey.sch.uk
Date of previous inspection	26 April 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.
- The school is part of the Diocese of London. The last Section 48 inspection took place in September 2019.

Information about this inspection

- 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.
- The inspectors held meetings with the executive headteacher, senior leaders, teachers and pupils. The lead inspector met with the members of the governing body, including the chair of governors. The lead inspector also held telephone conversations with a representative from the diocese and a representative from the local authority, as well as an independent school improvement partner.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector listened to

some pupils read to adults they knew. Inspectors also looked at planning from some other subjects across the curriculum.

- To inspect safeguarding, the inspectors held meetings with safeguarding leaders, the governing body, teachers and pupils. They scrutinised the single central record and checked safeguarding records.
- The inspectors took account of a range of other information, including the school's development plans, school policies and governor minutes.
- The inspectors spoke with pupils about their experience of the school. They took account of parent and staff views through conversations and responses to Ofsted's surveys.

Inspection team

Marian Feeley, lead inspector

His Majesty's Inspector

Numeria Anwar

His Majesty's Inspector

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