

Inspection of Tolworth Junior School

Douglas Road, Surbiton, Surrey KT6 7SA

Inspection dates:	10 and 11 December 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The school has created a close-knit community. Everyone is included and valued here. In assemblies, the whole school is encouraged to appreciate and celebrate pupils' achievements. These include triumphs related to the schools' 'golden rules', for successes in reading and for accomplishments out of school. School staff genuinely care about pupils and their well-being. Pupils have many avenues to share any worries with adults in school. Pupils feel safe and are safe.

The school has a strong ambition for all pupils. It has a firm belief that everyone can achieve well. The school takes time to get to know all its pupils and their families. It finds out whether barriers to learning may exist. It uses this information to make precise adaptations to teaching to help all pupils achieve their full potential. As a result, pupils meet the high expectations regularly.

Pupils behave responsibly and maturely. The school teaches them how to effectively resolve problems for themselves if they arise. Pupil playground leaders are always on hand to help younger pupils with their games. Trained pupil mental health ambassadors give advice and support to other pupils if they need it. Pupils treat each other with exceptional levels of kindness and consideration.

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

Pupils receive an exemplary education here. They learn a wide range of subjects in line with the national curriculum. The school uses up-to-date educational research to decide what pupils should learn and when. Therefore, important subject knowledge is organised skilfully to support pupils to build their understanding cumulatively over time. The school precisely identifies key knowledge that pupils must know and remember. It ensures pupils recall and revisit essential content regularly. As a result, pupils use their previous learning to help them understand current learning confidently. For example, in art, pupils in Year 5 remember important information about colour mixing and techniques for shading learned in previous years. They use this knowledge to evaluate, draw and paint portraits in the style of the artist Hans Holbein.

Pupils with special educational needs and/or disabilities (SEND) receive expert help and support to learn the curriculum. The school ensures teaching is informed by training from a range of experts. These include psychologists and therapists. As a result, the school proficiently spots pupils with SEND. It makes sharp adaptations to teaching and resources to ensure pupils with SEND learn essential knowledge and skills. For example, the school makes precise adjustments to the way it teaches reading and phonics. This ensures that pupils learn to read and recognise letters and the sounds they make. This includes pupils who attend the specially resourced provision for pupils with SEND. The school places high importance on reading. In reading lessons, pupils have opportunities to relax and enjoy reading coupled with well-considered, targeted teaching to address gaps in knowledge or misconceptions. As a result, pupils quickly become confident, fluent readers. The school fosters a firm love of reading throughout.

The governing body and leaders keep a close eye on things to ensure pupils receive a strong education. The governing body and leaders consult staff effectively to check that workload is manageable and that their well-being is considered.

In class, pupils are deeply engaged and enthusiastic about their learning. The school ensures everyone knows the importance of regular school attendance. It monitors pupil absence rigorously. If pupils struggle, the school works collaboratively with pupils and their families to ensure attendance improves.

The provision for pupils' personal development is impressive. The school knows the experiences that may be the most beneficial for pupils. It uses this information to organise the school's offer. For example, it arranges pastoral support and fun experiences specifically aimed to support young carers. The school encourages pupils to value difference in the world and teaches the importance of respect. Pupils are taught about a range of cultures and different types of families. Pupils study key concepts related to equality. The school uses a range of ways to convey these messages. Pupils are very well-prepared for life beyond the school and life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102574
Local authority	Kingston upon Thames
Inspection number	10345820
Type of school	Primary
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	The governing body
Chair	Jamie Grant
Headteacher	Rachel Nye
Website	www.tolworthj.kingston.sch.uk
Date of previous inspection	20 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of hard federation with Tolworth Infant school. The headteacher and governing body lead both schools.
- The school has a specially resourced provision for pupils with moderate learning difficulties and pupils with severe learning difficulties. The provision is for 12 pupils aged seven to 11 years old.
- There is a before-school and after-school childcare provision for pupils registered on the school roll.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school’s education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors also spoke with representatives of the governing body, a representative of the local authority and a school improvement expert.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, physical education and art. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- Inspectors visited the dining hall and playground to observe behaviour.
- Inspectors reviewed responses to Ofsted’s online surveys from pupils, parents and staff.

Inspection team

Andrea Bedeau, lead inspector

His Majesty’s Inspector

Seamus Gibbons

Ofsted Inspector

Ray Lau

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024