

# Tolworth Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	102575
<b>Local Authority</b>	Kingston Upon Thames
<b>Inspection number</b>	323660
<b>Inspection dates</b>	24–25 March 2009
<b>Reporting inspector</b>	David Marshall

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	309
Government funded early education provision for children aged 3 to the end of the EYFS	52
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Lee Richardson
<b>Headteacher</b>	Miss Rachel Nye
<b>Date of previous school inspection</b>	24 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Lane Tolworth Surbiton KT6 7SA
<b>Telephone number</b>	020 8399 4231
<b>Fax number</b>	020 8390 9372

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<b>Age group</b>	3–7
<b>Inspection dates</b>	24–25 March 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Tolworth is a bigger than average infant school. It is situated in the residential area of Tolworth, Surbiton and is adjacent to a neighbouring junior school. Over a third of the pupils are learning English as an additional language and a high proportion are at an early stage of English acquisition. There are 28 different languages spoken in the school. Thirteen pupils are refugees or asylum seekers and 42% are from minority ethnic groups. A significant number of pupils join the school other than in the Nursery and Reception classes. Around a quarter of the pupils have learning difficulties and/or disabilities, of whom 11 have statements of special educational needs. The school has two areas of specialist resource provision for pupils with moderate to severe learning difficulties. The Nursery provision, known as The Lighthouse, has three children attending currently. The Reception/Key Stage 1 provision, known as The Harbour, has seven pupils on roll.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Tolworth Infant and Nursery School gives its pupils an excellent start to their education. Parents and the local community are fully involved in the pupils' learning, and rightly value its outstanding work very highly. A substantial proportion of the parents returned their questionnaires and the overwhelming majority of responses were extremely positive. There were three main themes to their comments. Parents appreciate the fact that their children are happy, have fun and thoroughly enjoy their time at school. They are pleased with the success that their children have enjoyed in learning to speak English with confidence. Finally, they value the warm, supportive and encouraging relationships that the teachers and other staff have with the children. As one wrote, 'My children have come on in leaps and bounds because of the support that the staff have given me and them. I couldn't have asked for more. Thank you.'

The majority of children begin school with skills and understanding that are well below those expected for their age. They make an excellent start to their life in school in the Early Years Foundation Stage, where their progress is outstanding. By the time pupils leave in Year 2, they consistently achieve in line with, or above, the expected standards for their age. All pupils, including those who are learning English as an additional language, do particularly well in broadening their vocabulary and in developing good speaking and listening skills. They love listening to and acting out stories. They also achieve highly in their personal development, learning to cooperate, work in groups and get along happily with others. Pupils develop confidence and a real thirst for learning; they are eager to explore the world around them. Those pupils who have learning difficulties also make excellent progress. The work of the specialist resource provision for pupils with significant learning difficulties, in both The Lighthouse and The Harbour, is exemplary. The level of care and support shown here, not to mention ingenuity and rigour, is the gold standard against which the rest of the school measures itself.

Teaching is outstanding. The quality of the adults' interactions with pupils is exceptional. The excellent teaching assistants work in close partnership with teachers and provide very effective support, both in class and in small groups outside the classroom. Staff create a vibrant, stimulating environment which encourages the children to participate in a wide range of activities that sustain their interest.

The children thoroughly enjoy their time at school and their behaviour is superb. They take care of their resources - they even enjoy tidying up. They play energetically but safely at all times. The pupils learn about caring for those less fortunate than themselves and enjoy being playground buddies and friends. Thanks to the rigorous efforts of the school, attendance levels have improved since the last inspection. While the attendance of some pupils is satisfactory, overall attendance levels are now good.

The care, guidance and support that the school offers its pupils are outstanding. The strong emphasis on helping pupils succeed in their learning is matched by concern for their welfare. The school does a great deal to ensure that the children are safe and well cared for, and therefore able to thrive and to learn. It works well in partnership with a very wide range of external agencies and other schools to meet the needs of vulnerable children and to support their families.

The headteacher is a strong and thoughtful leader who inspires the whole staff. Together with all other members of staff, she has an unswerving commitment to providing the best for the pupils. They have effectively built on the school's long-standing success and are fine-tuning aspects of its work, for example how they approach the setting of targets for pupils to improve their work. The pupils' learning diaries are an effective record of their progress and journey through the school. The staff have recognised that they can use these records even more effectively to focus pupils on their own targets and how best they can improve their work.

The senior staff's approach to monitoring and evaluating the school's work is rigorous. For example, close analysis of teaching and learning has helped to pinpoint a few particular areas that are not as strong as others. There are appropriate plans to develop practice in order to ensure that standards rise still further. There are clear criteria against which success is to be judged. The school successfully raises the aspirations of members of staff as well as of the children; several members of the teaching and support staff began their work in the school as parent volunteers. The governing body has a thorough knowledge of the school's work and its members support all activities exceptionally well. Based on its track record of continued success, the school has an excellent capacity to succeed.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children make an excellent start to their education in the Nursery and Reception classes. The huge level of commitment and care shown by all the staff is evident in the way that all children settle into the school so well, and immediately begin to learn. Home visits and induction meetings enable the staff, children and their families to get to know each other and help make sure that starting at nursery is a happy event. These visits also lead to the full involvement of the local community, that continues right through the school. Staff get to know the children very well. The information collected about children is used particularly well to ensure that the least able and most vulnerable children settle well. Staff work especially hard to give the children a real sense of determining their own way forward, which guarantees their full involvement in all activities. Children make rapid progress and achieve exceptionally well, especially in their language and social and emotional development. Adults have high expectations, provide very clear routines and enable children to build strong, positive relationships. The use of the interactive whiteboards to praise the children's work by reviewing the digital photos that had been taken during the morning was excellent. However, as the school has recognised, the positioning of some of the interactive whiteboards precludes their effective use by the children. The classrooms are all stimulating and resources are used exceptionally well as children move from one to another. The outstanding outside areas provide the same exciting level of challenge and stimulation, especially for the more capable children.

### **What the school should do to improve further**

- Develop the use of the learning diaries to enhance pupils' involvement in, and understanding of, their targets for improvement.

## **Achievement and standards**

### **Grade: 1**

Children enter the Nursery with skills that are generally well below expectations for their age. By the time they leave Reception, although they all make excellent progress, some are still below expected levels for their age. Pupils' achievement is outstanding in Key Stage 1, where

they are constantly excited and motivated by the curriculum and the teaching. Results for both boys and girls are consistently average, or above average, for their age, and girls in particular do exceptionally well. In the unvalidated results of the 2008 national assessments, when reading, writing and mathematics results are judged together, pupils achieved results that were significantly above average. Approaches such as the innovative use of information and communication technology (ICT) ensure pupils' rapt attention and consequent excellent progress. Pupils from minority ethnic groups and those learning English as an additional language achieve similarly well.

## **Personal development and well-being**

### **Grade: 1**

Pupils are very enthusiastic about their school and show great enjoyment of learning. They behave sensibly and courteously in lessons and around the school and show care and respect for each other and for all adults. Pupils have a clear understanding that they are part of a special community and make a mature contribution in the responsibilities that they carry out as peer mediators, buddies and school councillors. Their social, moral, cultural and spiritual development is exceptionally good and is a result of the very carefully planned personal and social education programme that extends into all areas of the work of the school. The many faiths, languages and cultural heritages of pupils are greatly valued. Through their support of charities, pupils show a care for others less fortunate than themselves. They have a very highly developed awareness of a healthy lifestyle and of behaving safely and sensibly. The pupils' average or above-average standards in reading, writing and mathematics, their excellent relationships and their skills in working together prepare them excellently for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Pupils achieve exceptionally well because teaching is outstanding. Through their thoughtful modelling of language and behaviour, and in particular knowing when to ask questions and when to allow them space and time to think, teachers give pupils the means to succeed. Lessons are stimulating and full of new experiences, and pupils are confident that they can seek help and know that their contributions to lessons will be valued and respected. Teachers have very good subject knowledge and make careful use of pupil tracking information to provide interesting lessons. The school has recognised that there are minor changes they could make in the use of assessment data to ensure that all groups of pupils know their targets and are fully stretched to achieve their maximum potential. Written work is marked conscientiously and pupils receive praise as well as good guidance on where and how they can improve their work and make even better progress. Support for pupils with a wide variety of identified needs, such as those with English as an additional language, is flexible and sensitively planned. It is of maximum benefit to all pupils and they make the same excellent progress as their peers.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is rich in learning opportunities and meets the needs of all pupils extremely well. Links between subjects are carefully planned so that lessons are exciting and inspire pupils' imagination. In Year 2, for example, the project on Africa inspires pupils to extend their writing

skills while also linking all areas of the curriculum, including geography and science as well as design technology and ICT. The focus on inspiring pupils to learn through stimulating direct experiences is especially valuable in helping them to improve their writing skills. The extensive extra-curricular activities noted at the time of the last inspection have been further improved so that learning is extended beyond the classroom in a vibrant and exciting manner. Music and art are strong and opportunities to extend their creative skills add to pupils' achievement and excitement in learning.

## **Care, guidance and support**

### **Grade: 1**

All aspects of pastoral care are carefully managed and based upon the excellent knowledge teachers have of pupils. Pupils have great confidence in the staff who care for them and know that they will receive help with any problems they may have. The strongly inclusive ethos of the school is especially evident in the high quality of care for pupils who have significant learning and health needs. The exceptional care provided in school is extended through excellent links with a range of agencies to the great benefit of pupils. Attendance is carefully monitored and any absences are followed up quickly. Teachers discuss with pupils how well they are learning and set clear goals to help them extend their learning skills. Pupils are successfully involved in their own learning through assessing how well they think they are doing and helping to identify how they can improve their work. The school recognises that this could be increased by developing the use of learning diaries, especially in relation to literacy and numeracy.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding at all levels. The energy and determination of the headteacher and senior managers inspire loyalty and commitment from all the staff, who work together very successfully as a team. The administrative team, bursar and site manager are considerable assets to the school and are very much appreciated by all.

Monitoring and evaluation of teaching and learning are thorough and systematic, enabling senior staff to have a clear view of the school's strengths and to focus on the areas they want to develop. Finances are carefully planned and managed and all staff have a shared vision of continued improvement and work tirelessly to tackle the areas for development that they have carefully identified. The outstanding governing body is fully involved in this process, challenging decisions and requesting explanations where necessary. There are good systems in place to ensure they monitor the school's performance. They have successfully promoted the school and continually seek and act upon the views of pupils and parents. This engagement, together with the school's outstanding curriculum and monitoring, enables the pupils to take a keen interest in the world around them and to make an excellent contribution to the community, both in school and further afield.

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## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B**

**Text from letter to pupils explaining the findings of the inspection**

20 April 2009

Dear Pupils

Inspection of Tolworth Infant and Nursery School, Surbiton, KT6 7SA

Thank you for making us so welcome in your school and talking to us about your feelings, ambitions and thoughts. It was a delight to meet you and we really enjoyed looking at your work and joining in your lessons.

We are glad to tell you that your school is outstanding and provides you with a really good start to your education. We were particularly pleased with these things:

- your headteacher and staff do a super job in organising the school and looking after you
- you all really enjoy being in school
- you are all making excellent progress in your work
- you behave very well, work hard and listen carefully to your teachers - all these things help you to succeed
- all the adults in the school look after you very carefully; they always make sure that you get help if you need it.

Your teachers and support staff work hard to help you to do as well as you can. I have asked them to keep working with you on your learning diaries to make sure that you all know exactly what you have to do to get even better.

Finally, we would like to thank you once again for all your help. We wish you well in the future.

Yours faithfully

David Marshall

Lead Inspector