

Trafalgar Junior School

Inspection report

Unique Reference Number	102900
Local Authority	Richmond upon Thames
Inspection number	363668
Inspection dates	5–6 May 2011
Reporting inspector	Natalia Power

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	349
Appropriate authority	The governing body
Chair	Dean Rogers
Headteacher	Neil Meehan
Date of previous school inspection	14 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 24 lessons, taught by 12 different teachers, and talked to parents and carers, members of the governing body, staff and pupils. They observed the school's work, and looked in particular at its self-evaluation documents and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 96 questionnaires that had been returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the quality of the teaching, and how effective are leaders and managers in ensuring its consistency across the school?
- How does the school meet the needs of all pupils, particularly the more able and those with special educational needs and/or disabilities? How effective are the steps taken by the school to improve pupils' attainment in writing?

Information about the school

This three-form entry school is larger than average. The proportion of pupils who are known to be eligible for free school meals is lower than usual. Two out of three pupils are from White British backgrounds, and the remainder come from a wide range of heritages. Currently, around a quarter of pupils speak English as an additional language, and none is at an early stage of learning the language. The proportion of pupils who have special educational needs and/or disabilities is lower than average. The school has gained a number of awards, including Artsmark Gold.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

- This is a satisfactory school where the pupils are happy and well cared for. Pupils told inspectors that the school is a friendly place, and one parent commented, 'There is a "feel-good" factor here.' In this safe and caring environment, pupils develop good personal qualities and behave well. They are friendly and polite to visitors, and enjoy taking responsibility within the school.
- Examples of good teaching were seen during the inspection, but, overall, teaching and learning are satisfactory. Pupils' enjoyment is greatest when their involvement in their learning is most active. In some lessons, the pace of learning is too slow, and pupils are sometimes passive learners. The classroom observations made by leaders and managers are not always frequent or rigorous enough to ensure that teaching is good at all times.
- There are too few opportunities for pupils to develop fluency in writing in a range of topics across the curriculum. Marking does not always show pupils clearly enough what they need to do to improve.
- Leaders and managers have improved assessment systems to ensure that the progress of each pupil is carefully tracked and analysed. However, they do not always check that the information provided to teachers is used sufficiently accurately in the classroom to ensure that pupils, including the more able and those with special educational needs and/or disabilities, are always given work tailored to their needs.
- Leaders and managers have a broadly accurate understanding of the areas where the school needs to develop. They have improved the school in a number of ways. For example, links between home and school are now stronger than at the time of the previous inspection, and pupils make a greater contribution to school improvement. The school's plans for the future cover the right areas, but sometimes lack sufficient detail, for example on improving writing throughout the school. These factors show that overall the school has a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate the rate of pupils' learning and raise the quality of teaching to at least good overall by:

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- ? improving the pace of learning in lessons, with more opportunities for pupils to take responsibility for their own learning ?
- ensuring that the school's tracking of pupils' progress is used more effectively in the classroom to enable all pupils, including the more able and those with special educational needs and/or disabilities, to receive appropriate support and work that is tailored more accurately to their needs ?
- implementing a programme of rigorous and frequent classroom observations to ensure consistency of both learning and teaching
- ? improving the consistency and quality of marking, to ensure that all pupils understand how well they are doing and what they need to do to improve.
- ? Ensure that pupils make consistently good progress in writing by providing as many opportunities as possible to develop their writing skills in a range of topics.

Outcomes for individuals and groups of pupils**3**

Pupils show their enjoyment of school through their above-average attendance, and report that they are happy at school. Pupils' starting points vary, but are broadly average. Their progress at school is satisfactory, and their attainment on leaving is broadly in line with the national averages ? a little stronger in reading and mathematics, but a little weaker in writing. Overall, their achievement is satisfactory. Pupils with special educational needs and/or disabilities and those who speak English as an additional language, make satisfactory progress in line with others. A scrutiny of pupils' work throughout the school shows that teachers do not always tailor work accurately to the capabilities of pupils, so that the more able sometimes receive work with too little challenge, while others find the work too difficult. Where lessons engage pupils and provide them with opportunities to take responsibility for their own learning, they make faster progress than in other lessons where they are passive learners. For example, in one lively Year 3 lesson, pupils reviewed computer animations which they and their classmates had programmed in an information and communication technology lesson. They relished the opportunity to assess their own and their fellow-pupils' work. The lesson provided exciting opportunities for pupils to sharpen their analytical skills and their ability to explain their views to others. All too often, however, lessons do not fully exploit the pupils' natural curiosity, and in these cases they make slower progress.

Pupils are friendly, confident and polite to visitors. They understand the importance of exercise and diet, and those in the 'healthy eating committee' are able to explain to other pupils which foods are healthy and which are not. They feel safe in school and are confident that any instances where pupils are unkind to one another will be quickly dealt with, once reported to the teachers. Behaviour is good, and pupils are considerate to one another when sharing the somewhat cramped playground. This reflects their good spiritual, moral, social and cultural development. Pupils make a good contribution to the school and the wider community. For example, the school council has responsibilities for improving playground equipment, and junior safety officers alert the school to possible hazards. Pupils acquire satisfactory basic skills in literacy, numeracy and information and communication technology, and this prepares them adequately for the next stage of their education.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers are popular with the pupils, and one pupil told an inspector, 'Teachers understand if you find anything hard, and they help you to understand.' In the best lessons, teachers set a brisk pace and use challenging tasks to stimulate pupils to think for themselves. For example, in one Year 5 English lesson, pupils were busily engaged in sampling various food products and studying the packaging, in order to prepare for marketing their own product. Their learning was rapid because they were all engaged in discovering facts for themselves, rather than being told. The work was organised in such a way that each group of pupils, whatever their needs, had a good level of challenge. However, this is not the case in every lesson, and teachers do not always use the assessment information about pupils' current attainment to provide them with tasks with the level of challenge that best fits their needs. Sometimes, pupils spend too long passively listening to the teacher, and in these cases the helpful teaching assistants are underused and pupils sometimes become restless. The quality of marking varies from class to class and from subject to subject, and this means that pupils are not always clear about how well they are doing and what they need to do to improve their work.

Activities to enrich the basic curriculum are interesting and wide-ranging. The variety of clubs, trips and visits to places of interest is appreciated by the pupils and important in broadening their horizons. The good quality enrichment activities have resulted in the school gaining the Artsmark Gold award. The curriculum has a sound focus on the basic

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skills, but does not always provide all pupils with sufficiently challenging tasks, particularly in writing. Pupils produce good writing in history, and this shows how much they enjoy tackling challenging work and writing at length, when they are given the opportunity. However, in other subjects, opportunities are often missed for extended writing on topics across the curriculum.

Pupils are cared for well and given good support. The needs of vulnerable children are known and these children are given very good support. Pupils with special educational needs and/or disabilities are looked after well and provided with support in lessons and in focus groups. Good links with the neighbouring infant school and with a range of secondary schools ensure that transition arrangements are good at each stage of the pupils' education. The parent of two pupils, one currently in the school and one who recently left, commented, 'The values my older child learned at Trafalgar helped him a lot when he moved to secondary school.'

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has created a cohesive team and a happy school. The ambition of leaders and managers to improve the school is satisfactory. They understand their school and their plans for the future identify how they want the school to improve, although some lack detail. Leaders and managers have a programme of lesson observations, rightly focused on what pupils are learning. However, their visits are not frequent enough, and their evaluation of the quality of teaching and learning tends to be overgenerous. The governing body has a broadly accurate understanding of the school's strengths and weaknesses, and governors are fully involved in the life of the school. However, they do not always hold the school to account sufficiently, particularly in relation to pupils' attainment and progress.

Leaders and managers promote equality of opportunity and tackle discrimination adequately, ensuring that all pupils make satisfactory progress overall. Pupils respect one another, and pupils from all backgrounds get on well with one another, because discrimination is not tolerated. The school's safeguarding procedures are effective, and its vetting procedures of adults who work with children are consistent and kept up to date. Staff receive regular training, and the child protection arrangements are frequently updated. The school's promotion of community cohesion is satisfactory. Leaders and managers have created a cohesive school with a strong sense of its history and importance in the local community. They have fostered good local links, for example with neighbouring schools, which give pupils good musical and artistic opportunities. As yet,

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school leaders do not sufficiently develop pupils' national and global links with the world beyond the school to ensure that pupils have a full understanding of other people's faiths and ways of life. Leaders and managers work in effective partnership with parents and carers, keeping them well informed about their children's progress and communicating well through the school's informative website and through regular newsletters.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

A slightly lower proportion of parents and carers than is usual returned questionnaires. Almost all those who returned questionnaires or who spoke to inspectors agree that their children enjoy school. Most agree that the school keeps their children safe and healthy. The findings of the inspection are that these aspects are good. Most parents and carers consider that teaching is good. Inspectors found that some teaching is good but overall it is satisfactory. A small minority of parents and carers express concerns about behaviour. The inspection team observed pupils' behaviour in and around the school and found that pupils behave well. A few parents and carers consider that the school takes insufficient account of their suggestions and concerns. The findings of the inspection, however, are that the school engages well with parents and carers, and keeps them well informed about their children's progress. One parent commented, 'If I have had a concern, I have always felt it will be listened to and dealt with.' Overall, the very large majority of parents and carers are happy with their children's experience at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trafalgar Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 349 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	63	33	34	3	3	0	0
The school keeps my child safe	56	58	33	34	5	5	1	1
My school informs me about my child's progress	37	39	51	53	8	8	0	0
My child is making enough progress at this school	40	42	46	48	4	4	2	2
The teaching is good at this school	46	48	42	44	4	4	0	0
The school helps me to support my child's learning	38	40	47	49	6	6	2	2
The school helps my child to have a healthy lifestyle	49	51	41	43	4	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	49	51	42	44	2	2	1	1
The school meets my child's particular needs	32	33	54	56	5	5	1	1
The school deals effectively with unacceptable behaviour	18	19	56	58	11	11	6	6
The school takes account of my suggestions and concerns	34	35	49	51	9	9	1	1
The school is led and managed effectively	37	38	49	51	5	5	0	0
Overall, I am happy with my child's experience at this school	55	57	37	39	2	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 May 2011

Dear Pupils

Inspection of Trafalgar Junior School, Twickenham TW2 5EG

Do you remember when three visitors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views. Here are some of the things we found out about your school.

- Your school gives you a satisfactory quality of education, which means it does some things well but some things need to be improved.
- Your school keeps you safe and healthy. You behave well and pay close attention in lessons. You are polite and respectful to visitors. Your school takes good care of you.
- You love your clubs and trips and visits. We enjoyed hearing about your residential trips.
- You make satisfactory progress and leave school with results that are very much like those of pupils in the country as a whole.
- We know you enjoy writing history projects so we have asked your school to make sure that you are given exciting writing tasks to do in other subjects, too.

We think you can do even better and we have, therefore, also asked that:

- you are all given more chances to take charge of your own learning and do more for yourselves
- when teachers mark your books they provide you with more helpful comments to make sure that you receive plenty of good advice about how to improve
- teachers make sure that you are always given tasks that suit your individual needs and challenge you all to do your best
- those in charge of the school come into your lessons more often to check on your learning.

You can play your part in helping your school become better. Make sure you continue to work hard. If you do not understand anything, always ask an adult straight away.

We wish you the very best for the future.

Yours sincerely

Natalia Power Lead inspector

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