

Trafalgar Infant School

Inspection report

Unique Reference Number	102901
Local Authority	Richmond upon Thames
Inspection number	363669
Inspection dates	18–19 May 2011
Reporting inspector	Sarah McDermott

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	265
Appropriate authority	The governing body
Chair	Simon Westgarth
Headteacher	Lynne Thompson
Date of previous school inspection	27 February 2008
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Introduction

This inspection was carried out by three additional inspectors. The team observed 14 lessons taught by 12 teachers. The inspectors held meetings with the headteacher, members of the governing body, staff and groups of pupils. They scrutinised pupils' work and looked at the data the school had collected on pupils' academic progress and attendance. They also looked at the school development plan, investigated procedures for keeping pupils safe and analysed the responses to questionnaires from pupils, staff and 68 parents and carers.

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

- The extent to which different groups, particularly girls and pupils who speak English as an additional language, achieve as well as others.
- The extent to which teaching and the curriculum are enabling pupils to attain high levels in mathematics, similar to those in reading and writing.
- The levels of attendance.
- The effectiveness of leaders and managers in tracking the progress of different groups of pupils and successfully addressing any shortfalls in performance.
- The extent to which the school has been successful in promoting community cohesion. The extent to which the school has been successful in promoting community cohesion.

Information about the school

Trafalgar Infants is an above average sized primary school. The proportion of pupils known to be eligible for free school meals is below average. About a third of pupils are from minority ethnic groups and a smaller than average number do not speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is below average. Their needs mostly relate to speech, language and communication difficulties.

The infant school shares a site with the adjacent junior school. The Early Years Foundation Stage comprises three Reception classes based at a nearby site shared with a nursery, day care and extended school provider. A breakfast club and after-school club are available to school pupils on this site. Amongst other awards, the school has the Arts Mark Gold and Governor Mark.

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?

1

The school's capacity for sustained improvement

1

Main findings

Trafalgar Infants is an outstanding school, where pupils flourish academically and personally. The headteacher is totally committed to the school providing the best for all its pupils. Her infectious ambition and high expectations are shared by pupils, staff, parents and carers alike. One parent commented, 'The headteacher is "hands on", approachable and a strong but friendly leader.' Another parent added, 'I cannot fault this school.' Since the last inspection, the headteacher has determinedly moved the school from good to outstanding by taking the whole family of the school with her. She has a very strong, cohesive senior management team who are quick to spot if the performance of any group is slipping and to put them back on track to high attainment. For over four years, the attainment of pupils has been exceptionally high and achievement excellent. Even so, the headteacher and her senior team noticed that girls were not performing quite as strongly in mathematics compared to boys. Consequently, teachers have successfully adapted activities to capture girls' mathematical interests. For example, in a Year 2 numeracy lesson, girls achieved just as well as boys in working out shopping list costs for a party linked to the Katie Morag stories. The attainment of boys in writing is much higher than boys nationally, largely because writing is made such fun; so much so that when asked about plans for a forthcoming birthday party, one boy exclaimed, 'I want a writing party!'

The balance between academic achievements and the pupils' happiness is absolutely right. Pupils arrive at school with very positive attitudes and confidently say goodbye to their parents at the door. Young children have a very clear understanding of what makes for a healthy and safe life. Behaviour is excellent, particularly in the classroom. A quiet buzz of interest and excitement accompanies many lessons. Pupils are very proud to take on jobs and responsibilities around the school. The school councillors and Trafalgar Tigers (the eco-team) have a very strong sense of duty, not only contributing ideas on the best ways to organise the playground, but also designing signs for local streets to encourage considerate car use and to clear up dog-fouling. Spiritual, moral, social and cultural development is outstanding. Pupils from an early age are reflective, caring and a real pleasure to meet.

The quality of teaching is excellent. Teachers plan activities that are extremely well matched to individual needs and give pupils plenty of scope to 'have a go' themselves. Ambitious vocabulary is often introduced and pupils take this in their stride. Pupils relish high levels of challenge and invariably find their own ways to stretch their learning a little bit further. They are adept at evaluating their own work and work very well with partners to bounce ideas off each other. Lessons are never dull, but a lively mix of teacher-led, group and individual work aided by a range of interesting resources. Literacy, numeracy, history and geography are cleverly threaded into topic work, as in the lessons about homes. The recently acquired computer-based system to track individual and group progress is used very effectively by senior managers to identify pupils' rate of progress

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and pass information back to class teachers. Class teachers are not all yet fully confident with the new system, but are beginning to get to grips with it so they can react even more quickly to any dips in achievement. The headteacher and the governing body know precisely what is going well and why. Governors are professional and challenging, leaving no stone unturned in their drive for successful and happy pupils. The school has very accurate self-evaluation procedures. It is not complacent but is constantly on the lookout to refresh learning and keep pupils on their toes. It is demonstrating a very positive track record and has excellent capacity to maintain the high performance levels.

What does the school need to do to improve further?

- Ensure all teachers have full confidence in making the best use of the new data tracking system so they can quickly address any slowing of progress in their class.

Outcomes for individuals and groups of pupils

1

Pupils arrive at the beginning of Reception with skills typically expected for their age and make excellent progress in each of the three years to leave Year 2 with attainment that is above average in mathematics and well above average in reading and writing. Cursive handwriting is of a high quality. Following slightly lower attainment from girls, the school worked successfully to iron out the difference and now girls are reaching similar high levels to the boys. The small but growing number of pupils with English as an additional language also make excellent progress. Pupils with special educational needs and/or disabilities make good progress. Both these groups of pupils benefit from careful attention to language development from teachers as well as one-to-one support from well-trained teaching assistants.

Pupils have a genuine zest for life and learning. They love coming to school because staff are very welcoming and make it a special place. Attendance rates have improved since the last inspection and are now above the national average. Pupils set themselves very high standards for behaviour. In lessons, they invariably behave impeccably of their own volition. Lunchtimes are lively, good-natured times. School councillors are quick to notice noisy or inappropriate behaviour and give useful and thoughtful suggestions on lunchtime improvements, such as handing out colouring books. Pupils eat healthy lunches, walk, cycle or scoot to school and enjoy a wide range of active clubs and sports. They know who to turn to if they are unhappy or worried and are confident that their concerns are listened to carefully. Pupils are interested in the cultures of others and understand that people have different faiths and ways of worshipping. In a vibrant assembly, pupils put their hearts into the singing and looked forward with excitement to working together to run the summer fair.

In lessons, pupils settle down very quickly to productive learning and tackle new tasks with enthusiasm. They delight in 'thinking challenges' and 'brain gym'. Pupils are just as confident working independently as they are in putting their heads together to come to joint decisions. Completing 'golden tickets', when pupils identify a kind action or good effort by a classmate, trains them from an early age to appreciate and evaluate positive qualities. Pupils make very good use of personal learning targets to see how their learning is progressing, eagerly colouring them in as they are met. Pupils are full of curiosity and common sense ? a credit to the school's successful focus on developing inquiring minds and well-rounded individuals.

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

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?

Teaching is always at least good and much is outstanding. Relationships between adults and pupils are excellent, putting pupils at ease, giving them confidence and providing a very good bedrock for very successful learning. Teachers expect pupils to do their best and invariably set them challenging tasks that demand full attention and persistence. Consequently in a good literacy lesson, pupils followed instructions very well in writing 'golden sentences', adding a wide range of imaginative adverbs and adjectives. Teachers clearly explain to pupils what is to be learnt and the methods that could be used, but not at the expense of taking independence and creativity away from them. They carefully check individual understanding as they move around the classrooms and put pupils back on the right track should they be struggling. Sensitively they support timid pupils, building up their confidence until they can proudly give explanations to the whole class. Resources are always to hand and good use is made of the interactive whiteboard for explanations, diagrams and video clips. Teaching assistants play a very important part in supporting pupils who need individual attention. They know their attached pupils well and are fully involved in assessing their progress. Marking is up-beat, very thorough and follows a consistent format for assessment purposes.

The curriculum is very well planned to give pupils a thorough grounding in letter and number skills, as well as extremely important personal development. Links between

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subjects have been strengthened, so that topics, such as 'homes', give interest and vibrancy to writing. Pupils talked with animation about the recent visit to Ham House to dress up in Elizabethan costume and learn more about the different roles of royalty and serving staff. Pupils greatly appreciate the chance to have a say in the planning of 'activity afternoons'. Music plays a very important part in school life, giving pupils a sense of rhythm and timing. Displays of art around the school are colourful and creative ? particularly the eye-catching tigers. Pupils have a particularly wide range of extra-curricular clubs for an infant school, with clubs such as street dance and gardening.

The school is exceptionally attentive in ensuring all pupils are very well cared for and safe and secure whilst in its care. Staff are sensitive to each pupil's personal needs and work very closely with families for seamless support. One parent commented, 'My child went through a difficult time. The teachers picked up on it before we did and supported her positively and gently in a way that exceeds all expectations.' Vulnerable pupils are looked after particularly well through careful monitoring and close communication with outside experts. The school is meticulous in checking any unexplained absence.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Morale is high at Trafalgar Infants. The headteacher is very well regarded within school and in the Richmond locality. She ensures parents, carers, staff and pupils are fully involved in how the school is run and have a full share in its accomplishments. One parent commented, 'I really feel that we are part of a highly successful school.' The interactive 'managed learning environment' allows staff, parents and governors to access school information easily and quickly via computer. The recent award of Governor Mark proves that the governing body is not only compliant with all statutory requirements but also demonstrates best practice in giving the headteacher highly effective strategic direction. The governing body is outward looking, ensuring that members are fully aware of how the school is performing compared to similar schools and putting it at the heart of the local neighbourhood. The school is a highly cohesive community, happy and close-knit with good ties with families and a genuine appreciation of traditions, cultures and religions around the world. The promotion of equal opportunities is outstanding and results in all pupils making equally excellent progress in their learning. Safeguarding procedures are robust and effective and governors regularly check on the effectiveness of recruitment and child protection systems.

The strong senior leadership team constantly reviews the effectiveness of provision and is not afraid to try out innovative methods to improve pupils' attainment and achievement.

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Senior teachers monitor lessons regularly to identify best practice and suggest improvements. They make excellent use of data to spot trends and adapt the curriculum or teaching methods to improve performance. However, they have not yet ensured all teachers are able to take the lead in accessing the computerised data directly so that they can be one step ahead and do not have to wait for data to be analysed for them by the senior team. Staff, both teaching and non-teaching, are encouraged to develop their professional development through training. It is with a sense of pride that the headteacher prepares her staff for promotion. Senior staff play important roles in sharing their excellent practice amongst other schools.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Parents are very pleased with the way their children progress in leaps and bounds in the Reception classes. From the very start, children and parents feel very much part of the school, because staff are extremely welcoming. One parent commented, 'Trafalgar keeps us very well informed and actively encourages parental involvement ? an excellent school!' The accommodation is spacious, airy and very well designed. Outside, the children have tremendous scope to investigate, climb and make the most of the fresh air. A rich diet of exciting activities is on offer, carefully linked to all the areas of learning. The rooms are adorned with the children's own artistic designs.

Teaching is of a high quality, based on firm but fair behaviour management and a real knack of motivating children to try their best. Promotion of communication and language is excellent. Adults are adept at questioning to develop children's deeper thought and understanding and make a point of introducing new and challenging vocabulary whenever possible. Impressively, children could easily explain the combination of sounds and letters to construct words. Not surprisingly, the resulting attainment and progress are

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outstanding. By the time they leave Reception, most children achieve well above the expected levels for their age, particularly in reading and writing. Adults are now concentrating on promoting mathematics more comprehensively across all activities. In one story time, the teacher chose the book 'How big is a million?' to link number and language learning very effectively. Children behave very well, concentrate attentively on tasks in hand and quickly run to help each other clear up. Highly effective leadership and management ensure that all adults work together very closely as a team to put the learning and care of each and every child as top priorities. Staff use assessment data well to identify relative performance in each learning area and amend activities to improve achievement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The level of response to the questionnaire was below the average for similar schools. The junior school was inspected recently so many parents had just completed the same questionnaire. All who replied justifiably believe that their children are safe and that they enjoy school. A resounding endorsement was given for leadership and management. A very small minority had concerns about preparation for their child's future. The inspection team judges that children are extremely well prepared for moving on to junior school and getting on in life.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trafalgar Infant 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	82	12	18	0	0	0	0
The school keeps my child safe	53	78	15	22	0	0	0	0
My school informs me about my child's progress	35	51	31	46	2	3	0	0
My child is making enough progress at this school	42	62	23	34	2	3	1	1
The teaching is good at this school	56	82	10	15	2	3	0	0
The school helps me to support my child's learning	47	69	19	28	2	3	0	0
The school helps my child to have a healthy lifestyle	41	60	26	38	1	1	0	0
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)	42	62	15	22	4	6	0	0
The school meets my child's particular needs	41	60	21	31	3	4	0	0
The school deals effectively with unacceptable behaviour	40	59	23	34	3	4	0	0
The school takes account of my suggestions and concerns	39	57	22	32	3	4	0	0
The school is led and managed effectively	49	72	17	25	0	0	0	0
Overall, I am happy with my child's experience at this school	53	78	14	21	1	1	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



20 May 2011

Dear Pupils

Inspection of Trafalgar Infant School, Twickenham TW2 5EG

Thank you very much for welcoming us to your school. Trafalgar Infants is an outstanding school. You make excellent progress in reading, writing and mathematics. Teaching is very good because lessons are carefully organised and fun. Teachers make sure you know what you should learn and always challenge you to do your best. You have exciting trips and many interesting clubs provided for you. Mrs Thompson and her team of senior teachers lead the school extremely well, always checking that the school is successful year on year.

You behave very well and certainly know how to look after each other and keep yourselves safe. We particularly like the way you gave your ideas to help improve the dining hall and playground at lunchtime. We are impressed with how you keep yourselves healthy by eating the tasty lunches, enjoying sport and walking to school. Well done in improving attendance levels so they are now good!

As your school is outstanding, the only area we have asked your teachers to improve is to make the best use of valuable information on your progress to ensure they always make your learning as effective as possible.

We thoroughly enjoyed our visit to your school. We know that your teachers and their assistants make your school a very special place for you. You can do your bit by continuing to do your best all the time.

Yours sincerely

Sarah McDermott

Lead inspector

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