



Trumps Green Infant School

Inspection Report

Unique Reference Number 124952
LEA Surrey LEA
Inspection number 281844
Inspection dates 25 April 2006 to 26 April 2006
Reporting inspector Raminder Arora AI

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

Type of school	Infant	School address	Crown Road
School category	Community		Virginia Water
Age range of pupils	4 to 7		GU25 4HD
Gender of pupils	Mixed	Telephone number	01344 843928
Number on roll	90	Fax number	01344 845035
Appropriate authority	The governing body	Chair of governors	Mrs Lesley Barkham
Date of previous inspection	24 January 2000	Headteacher	Miss Susan Peake

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Trumps Green School caters for 90 pupils aged 4 to 7 years. The school is smaller than most primary schools, and is oversubscribed. Most pupils are of White British heritage and come from backgrounds that are more favourable than usual. Only a few pupils come from minority ethnic groups. The percentage of pupils eligible for free school meals is much lower than average. The percentage of pupils with learning difficulties and disabilities is below average, though the proportion with statements is similar to what is normally found. Children's attainment on entry to the school is above what is expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Trumps Green is a good school with many outstanding features. The school justifiably enjoys a high level of parental confidence. It is a welcoming and happy place, where much attention is paid to the pupils' care and welfare. The curriculum is good and pupils are usually fully absorbed in their learning. They enjoy their time at school. The school views its overall effectiveness as outstanding, but agrees with the inspection judgement of good, in the light of pupils' good achievements and the good quality of teaching in the school. Action is being taken and support provided to continue the task of improving the quality of teaching and learning even further.

Provision in the Foundation Stage is good. Children respond with interest and enthusiasm and achieve good standards. This continues into the main school, and a large proportion of pupils exceed nationally expected levels for their age in reading, writing and mathematics by Year 2. The school recognises that it needs to increase the proportion of pupils who achieve higher levels, particularly in writing, to be in line with the much higher proportions in both reading and mathematics.

The leadership and management of the headteacher and senior teacher are outstanding, and well supported by governors. A very effective team of staff constantly strives to improve pupils' learning. The current focus on improving writing at higher levels is a good example. The school's capacity to improve further is good; as is the value for money it gives. Progress since the last inspection has been substantial, and the school is very well placed to secure further improvements.

What the school should do to improve further

- Continue to use staff development and sharing of best practice to bring all teaching up to the standard of the very best;
- Continue to take steps to further increase the proportion of pupils achieving higher levels in writing.

Achievement and standards

Grade: 2

Pupils' achievement and standards are good. They successfully achieve their challenging targets, which are set in the light of regular reviews of their progress.

Children in the Reception class are taught in a stimulating environment. They make good progress as a result and many exceed the expected goals for their age. This start is built upon well in the main school where pupils continue to make good progress and reach above average standards in reading, writing and mathematics.

The school is successful in the proportion of pupils reaching the higher levels in the national tests for 7-year-olds, particularly in reading and mathematics. The number of pupils achieving at the higher level in writing has improved in relation to the scores of the previous year and appropriate plans are in place to improve it further by

increasing the proportion of pupils attaining the higher level, Level 3, in writing. The school is on course to achieve the challenging targets set for this year.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. They enjoy school immensely and respond enthusiastically to their teachers' high expectations. They are keen to participate in lessons and in the wide-ranging enrichment activities. Attendance and punctuality are excellent, due to the very effective measures in place.

Pupils' spiritual, moral, social and cultural development is outstanding. They are very well informed on topics such as the diversity of cultures both in the school and society outside. The pupils are mature, confident and sensible in their actions, and have a clear understanding of right and wrong. Behaviour is excellent and pupils report that they feel safe and secure because any problems are dealt with quickly and effectively. They contribute actively to the wider community through charity events that further their personal qualities and knowledge about working roles in future. They have a significant voice through their school council and that has helped to improve the library and the use of equipment in the playground. Pupils of all ages understand how to maintain a healthy lifestyle and can explain the benefits of exercise and good diet.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall, and often outstanding. Teachers identify the attainment of pupils accurately and plan lessons carefully to meet their needs. Assessments, individual target setting, marking and discussions with pupils are used effectively to plan the next stages of learning. Pupils are well supported in their knowledge of how to improve the quality of their work. The most effective teachers use question skilfully to draw out ideas and involve pupils in their learning. This generates a secure environment where pupils can investigate and try out new ideas with confidence. Pupils enjoy learning because most lessons are interesting and engage their attention.

Teachers in the best lessons have high expectations and provide challenges, which are readily accepted by the pupils. Teachers are keen to make this practice more consistent, and ensure that more pupils attain higher levels, especially in writing. Support staff play a significant role in helping and guiding the learning of pupils of all abilities. So, while gifted and talented pupils are extended, pupils with learning difficulties are very successfully supported to develop their skills and understanding.

Curriculum and other activities

Grade: 2

The curriculum is good overall and planned carefully to meet all pupils' needs. The Reception children benefit from a stimulating environment and activities that promote all aspects of their learning. Good attention is paid to developing basic skills and making links between subjects. For example, a specific emphasis is placed on developing extended writing across the curriculum.

Pupils enjoy and parents value the range of after school activities, for example, football, drama, art and games as part of the Activity Club, and mini tennis. All clubs are well attended by pupils from all three classes. The Computer Club for the pupils in Year 2 enhances their IT skills further. Other activities involving specific subject focus, such as 'Creative Arts' and 'Feeling Good' weeks, further broaden pupils' experiences successfully. The school benefits from having its own swimming pool, which is also used well during school holidays.

Care, guidance and support

Grade: 1

The inspection judges pupils' care, support and guidance as outstanding, against the school's evaluation of good. All child protection and safety requirements are met. Any inappropriate behaviour is identified and quickly dealt with. The provision to support pupils with learning difficulties and disabilities is outstanding. The educational, social and emotional needs of all pupils are identified rigorously and high quality support is provided. Members of staff know the circumstances of the pupils well. This is much valued by the pupils who talk warmly about the support received from the teachers and teaching assistants.

The involvement of pupils in the target setting processes is adding to the effectiveness of guidance. Tracking progress towards targets is rigorous and used exceptionally well to identify where further support is needed for pupils of all abilities.

Leadership and management

Grade: 1

The leadership and management of the school are outstanding. The inspection judgement is more favourable than the school's evaluation of 'good' leadership. The drive of the headteacher, supported and challenged by a very effective governing body, is instrumental in ensuring that success does not lead to complacency. Through their continued drive for excellence the school is well placed to continue to improve. Together they ensure that their success has not led to complacency and are continuing the drive for excellence. Teamwork is a key strength. Parents support the school overwhelmingly with comments such as, 'We are particularly pleased with the dedication of all staff'. The complementary skills of the senior leader enable innovative ideas to be translated into effective actions. The school's work is also influential in the

educational community; for example, the school plays a leading role in the 'North Runnymede Partnership' of 12 local schools.

The performance of staff is rigorously evaluated and action taken to improve it further. The work of teaching assistants is particularly well planned and monitored, and as a result the support they give to children's learning is excellent. The school recognises that its next step is to raise the quality of teaching even further, in order to achieve excellent rather than good progress. The emphasis on the further professional development of all staff is helping to achieve the aim of becoming a 'Hungry for Learning' school. Staff and governors have a very clear picture of where the school's strengths lie and where they want to see improvements, for example, the priority to increase the number of pupils achieving higher levels in writing. Self-evaluation is rigorous and honest. Information is used effectively to implement action and to assess its impact on the pupils' achievements. Governors challenge the school to achieve more while supporting it through carefully planned funding allocations that have led to well resourced classrooms and generous number of teaching assistants to help raise the achievement of all pupils.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

You might remember that I visited your school recently. I enjoyed my visit very much, and would like to thank you for talking to me and sharing your work with me. I was there to see how well your school helps you to learn, and what I saw and heard, helped me to decide that yours is a good school. I was very impressed by how well you all behave and how much you enjoy being there.

These are the things I liked best about Trumps Green Infants: * You try very hard with your work, and make good progress. By the time you leave to go to the junior school, most of you are very good at reading, writing and mathematics.* The staff teach you well, and that is the reason you get such good results. * You learn to work and play well together and to look after yourselves.* Everyone at school takes very good care of you, so that you are safe and happy, and your parents are very pleased.* Miss Peake, all the staff and the governors know what they want the school to be like, and work hard together to make it a good place to learn and play.

There are some things that the staff and I think would make your school even better:* Miss Peake and Mrs Dowsett Smit are going to help all the staff to continue getting better and better at helping you to learn.* The staff are going to continue to help you work hard so that more children than ever before can get to the higher levels, particularly in writing.I think that everyone at Trumps Green Infants can work together to do these things. I hope that you go on enjoying all the things you do there, which help you to learn and be happy.

With best wishes

Raminder Arora

(Additional Inspector)