

Trafalgar Junior School

Inspection report

Unique Reference Number	102900
Local Authority	Richmond Upon Thames
Inspection number	308155
Inspection date	14 January 2008
Reporting inspector	Sue Vale

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 on roll	
School	307
Appropriate authority	The governing body
Chair	Mrs Sally Hewitt
Headteacher	Mr Neil Meehan
Date of previous school inspection	7 July 2003
School address	Elmsleigh Road Twickenham TW2 5EG
Telephone number	020 8894 1606
Fax number	020 8893 3042

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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- Achievement and standards throughout the school with a particular focus on mathematics.
- The strengths of the school's care, guidance, support, and its impact on pupils' personal development and well-being.

Evidence was gathered from lesson observations, discussions with the headteacher, other teachers, governors, and pupils, examination of documentation and parental surveys. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included in this report.

Description of the school

This large junior school is situated in the centre of Twickenham. It serves a mixed population and fewer than ten per cent of pupils are entitled to free school meals. There are increasing numbers of pupils learning English as an additional language, and 26 different languages are spoken within the school population. The proportion of pupils with learning difficulties and disabilities is below average. The current headteacher has been in post for one term. The school has the Healthy Schools and Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'The school always goes the extra mile for the pupils', is a comment from one parent who echoed the views of many. Governors, pupils and parents are right to be proud because it is a good school with some outstanding features.

Another parent was accurate when commenting that, 'The new headteacher is building on the already considerable strengths of the school'. In the short time in which he has been in post, the new headteacher along with the senior leadership team have clearly identified the school's strengths and areas for development.

Pupils achieve well and reach above average standards by the time they leave school in Year 6. Pupils who are learning English as an additional language and those with learning difficulties make equally good progress. In English and science, two thirds of all Year 6 pupils in 2007 reached the higher levels (level 5) when compared to national averages. There was a dip in 2007 in pupils' results in mathematics, with under a half of pupils reaching the higher levels. Rigorous monitoring means that the school is well aware of this dip, and this has resulted in extra support for those pupils identified as needing it. The underachievement seen in 2007 in mathematics is beginning to be addressed through a range of intervention strategies, and a growing awareness by teachers of the need to cater for the differing needs of individual pupils more effectively. Current observations and records of pupils' progress show that achievement in mathematics is rising for all pupils, despite the fact that the use of targets and helpful marking in mathematics is not fully embedded. Also, a number of initiatives, such as the Year 6 booster groups are very new, some are still at the planning stage, and therefore it is too soon to see the full effect of them on raising standards in mathematics.

Teaching is consistently good with some outstanding features. In one outstanding lesson in Year 6, pupils were exploring the way music can express people's beliefs and faith through feelings and emotions. The teacher had high expectations of what could be achieved and pupils responded appropriately. Pupils are very confident in the way they are able to express their feelings through art, colour, shading and words. They show high levels of competency with a very mature attitude to their work. It is this consistency of approach to teaching and learning, throughout the school, that enables pupils to make good progress. Teachers are clear about what they want pupils to learn and are adept at asking questions to help pupils to think for themselves and to move them on in their learning. Lessons are interesting, and pupils show a real enjoyment of learning. Teachers have very good relationships with their pupils. On occasions, teachers, particularly in mathematics, do not use assessment data sufficiently well to plan appropriately challenging work for pupils.

Pupils' personal development and well-being are outstanding. Their behaviour is excellent. Pupils' spiritual, moral, social and cultural development is also outstanding. This is fostered through a well thought out programme of assemblies, visits and other events such as special themed weeks. Attendance rates are broadly average. Pupils say that the school looks after them well and they know who to go to if they are worried. Pupils' contribution to the community is outstanding. The school council is active and its views are valued. For example, the school acted on their suggestion to get a covered area in the playground and to improve school lunches. One pupil said that they felt they were treated responsibly because, 'pupils can say what they think'. Another pupil commented in discussion that, 'this is a welcoming school because it welcomes everyone'. Pupils have a very well-developed understanding of how to lead a healthy

life and of why it is important. The levels of basic skills help ensure that pupils are well prepared for future life.

One of the reasons pupils make good progress in their learning and why they enjoy learning so much is because of the outstanding curriculum. It is broad and balanced, and lessons are varied and interesting. One of the key features that makes the curriculum outstanding is the way that the creative side is taught for example through religious education and music. Pupils in particular welcome the wide range of activities and the after school clubs are valued. When the inspection took place information and communication and technology lessons were not seen but members of the school council said that they value the regular opportunities to use computers.

Care, guidance and support for pupils are good. Pastoral support is very strong. Both parents and pupils alike comment that they are cared for very well. Effective systems are in place to track pupils' progress and to set appropriate targets. These systems however are new, and consequently, the use of data and targets are not consistently applied in lessons in order to raise standards, particularly in mathematics.

Leadership and management are good. Parents and pupils alike comment that it is very inclusive. The enthusiastic and knowledgeable leadership of the new headteacher has made a difference to the school in a short time, as one parent observed: 'There have been considerable improvements since the new headteacher was appointed'. Thorough monitoring and evaluation helps ensure that the leadership know well the school's strengths and areas for development. Governors support the school well and are fully committed to the development of the school. They ask relevant and searching questions, are aware of the strengths and areas for development and are supportive of all that the school does. There are annual questionnaires to canvass parents' views and opinions, and the school successfully acts on these findings. Pupils are fortunate to have supportive and involved parents. The vast majority of parents feel that the school keeps them well informed about what is going on, and about their children's progress. Consequently, the capacity to improve is good.

What the school should do to improve further

- Enable teachers to use assessment more rigorously to support the raising of standards in mathematics.

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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?	2
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?	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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
How well learners enjoy their education	1
The attendance of learners	3
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Text from letter to pupils explaining the findings of the inspection

23 January 2008

Dear Pupils

Inspection of Trafalgar Junior School, Twickenham, TW2 5EG

It was lovely to meet some of you when we came to visit your school. We really enjoyed our day at Trafalgar Junior School and I thought you might like to know what we found out.

You and your parents are right to be proud of the school because it is a good school, and in some aspects, it is outstanding. You told us how much you enjoy being at your school. In particular, you really appreciate your teachers and the interesting lessons, which you have.

There are many things, which you do well;

- You work hard and achieve well.
- You reach good standards in your work.
- Your teachers plan interesting lessons for you and help you to make good progress in your learning.
- The curriculum, which you follow, is outstanding and you are fortunate that you do many interesting things.
- Your headteacher and the senior leadership team lead and manage your school very well.
- Your personal development and well-being are outstanding.
- Your teachers and other adults care for you very well.

There is one point, which I have asked the school to improve;

- That teachers use assessment information more rigorously in order to raise standards in mathematics.

With best wishes

Sue Vale

Lead inspector