

# Trumps Green Infant School

## Inspection report

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<b>Unique Reference Number</b>	124952
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	328248
<b>Inspection date</b>	16 January 2009
<b>Reporting inspector</b>	Rob Crompton

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>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	90
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lesley Barkham
<b>Headteacher</b>	Miss Susan Peake
<b>Date of previous school inspection</b>	25 April 2006
<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>	Crown Road Virginia Water GU25 4HD
<b>Telephone number</b>	01344 843 928
<b>Fax number</b>	01344 845 035

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## Introduction

The inspection was carried out by two Additional Inspectors. The school was visited for one day. The inspectors investigated the following issues in detail: pupils' achievement, the quality of teaching, and the effectiveness of leaders and managers. Evidence was gathered from the school's self-evaluation; national published assessment data and the school's own assessment records; curriculum and planning documents; observation of the school at work; interviews with staff, pupils and governors; and the parents' questionnaires. 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 were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is smaller than most primary schools. The majority of pupils are of White British heritage, with a few from minority ethnic groups. A below average proportion of pupils have learning difficulties and/or disabilities; these include pupils who find learning difficult, and some with communication problems. The school has provision for the Early Years Foundation Stage (EYFS) in a Reception class.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. One parent's comment, 'The school provides a happy, caring and warm environment where learning is fun and enjoyable', reflected the views expressed by the vast majority of parents who responded to the questionnaire.

The understanding and skills that children have as they enter the school are above those typical of the age group. Pupils achieve very well and reach exceptionally high standards in reading, writing and mathematics. Standards in science are well above those expected, and pupils have good computer skills. The school's meticulous tracking of pupils' progress contributes notably to pupils' excellent achievement through Reception and Years 1 and 2. Whatever their starting points, pupils do extremely well. For example, the proportion of pupils exceeding the expected standards in Year 2 is twice the national average in reading, writing and mathematics. Similarly, standards in science are above those generally expected. Pupils with moderate learning difficulties are well supported and achieve very well. Their attainment is above that found nationally for such pupils. The few pupils from minority ethnic groups are fluent English speakers and make excellent progress, reaching exceptionally high standards.

Overall, the teaching is good, with much that is outstanding, and this is the main reason that pupils do so well. In addition, pupils' extremely positive attitudes to learning, and invaluable support from parents, make a major contribution to pupils' excellent achievement. Also, all classrooms have covered, landscaped, outdoor areas that can be easily supervised, and teachers make good use of these for focused teaching as well as for independent learning. Assessment is painstaking and pinpoints exactly where pupils are and what they need to do next. Lessons are very well planned, and teachers routinely share the learning objectives for each lesson, so pupils have a clear idea of the purpose of the work. In the vast majority of lessons, the emphasis on the key ideas is sustained throughout. In some lessons, the pace slackens and pupils spend too much time on unnecessary activities, such as drawing pictures to show the sequence of a story. Teachers are extremely well supported by teaching assistants. They play a considerable role in helping pupils who find learning difficult and in providing extra challenge for more-able pupils.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils behave extremely well. They grow in self-confidence and try hard to succeed. One pupil said their motto was 'Have a go and never give up'. Pupils develop high levels of independence. This was seen in Year 1, for example, when pupils chose from a range of activities, found the appropriate resources, and got on with the tasks in hand with no fuss. Pupils are developing a very good understanding of how to keep themselves safe, for example by avoiding hazards in the kitchen or at the roadside. Pupils have an excellent understanding of the importance of healthy nutrition and exercise. They participate eagerly in physical education lessons and in the many extra activities, such as football, multi-sports, mini tennis, dance and swimming. Pupils' strong empathy and concern for those in less fortunate circumstances is evident in their enthusiastic support of charities. They take part annually in the Mustard Seed Relief Mission Shoe Box appeal and Comic/Sport Relief.

Pupils make an excellent contribution to school life. They express their views through the school and class councils, the pupils' suggestion box, and by completing questionnaires. As a direct result of their comments, play facilities have undergone improvements, including an adventure trail, extra playtime resources and a 'friendship stop'. Many aspects of school life contribute

to the preparation of pupils for their subsequent education and future place in society. In addition to gaining very secure literacy, numeracy and computer skills, they develop very good interpersonal skills, high self-esteem, confidence, self-discipline and a strong awareness of environmental and conservation issues.

The curriculum is good and offers many opportunities for pupils to excel. Planning takes into account pupils' prior learning and is frequently tailored to their individual needs. A strong focus on values supports pupils' personal development highly effectively. A systematic programme successfully encourages pupils to reflect on their own behaviour and attitudes through discussing ideas such as cooperation, tolerance and friendship. A wide range of extra activities broadens pupils' experience. The many sporting clubs promote health, fitness and teamwork. Community cohesion is promoted very well. Pupils take part in many local events and the school is used for a wide range of community activities. The school council recently visited the House of Commons. Pupils' awareness of Europe is enhanced through weekly Spanish lessons. The school promotes pupils' global awareness incidentally rather than systematically, but plans are in hand to renew contacts with schools overseas. In order to raise the quality of the curriculum to an outstanding level, senior leaders have rightly identified the need to establish more links between subjects to further promote pupils' enjoyment, achievement and personal development.

Procedures for ensuring pupils' safety are first class, and parents much appreciate the outstanding care, guidance and support their children receive; as one commented, 'The teachers are committed and dedicated to the children. They come first and are looked after very well.' Procedures for safeguarding children are secure, and health and safety are given high priority. The school works very effectively with parents and other agencies to ensure that all pupils are well supported in their academic progress and personal development.

Leadership and management are outstanding. There is a very strong team spirit, and all staff are committed to sustaining a learning environment that stimulates and engages the pupils. The headteacher and deputy work in tandem to ensure continuity. For example, recent staff absences were handled well to ensure that disruption to pupils' learning was kept to a minimum. Self-evaluation is accurate and realistic, and reveals both strengths and areas for improvement. In response to a slight dip in the achievement of boys in writing, for example, resources that appealed to boys' typical interests were acquired. More opportunities for writing were built into daily lessons, and extra adult support was provided. As a result, boys became more confident and their standards in writing improved.

Governors take their role in holding the school to account very seriously and play a full part in the school's excellent monitoring and review procedures. For example, they recently led a comprehensive review of a new initiative to promote literacy. Their objective evaluation helped staff to judge the impact of the scheme. The wealth of assessment information is used effectively to track individual pupils' progress, but is a little unwieldy. This makes it difficult to see the big picture of achievement through the school, and detracts from the otherwise highly efficient self-review process. Governors are actively involved in strategic planning. They manage funds well and this helps to ensure good value for money. The school's good capacity to improve is evident from the good progress made since the last inspection. Provision for the EYFS has improved considerably, and standards across the school have risen. A common determination to move further forward is seen in the way colleagues share ideas and in how each member of staff willingly takes on several extra responsibilities in this small school.

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

### **Grade: 1**

Children get off to an excellent start in the Reception class. As they start school, the vast majority of children have skills and understanding above those typical of the age group. They achieve very well and nearly all exceed the levels expected by the end of the Reception Year. Children develop very secure basic skills. Some are very articulate and many have good levels of numeracy. The children's personal and emotional development is excellent. This means they are willing learners. They work together well, have good levels of independence, share equipment, and enjoy conversations with their peers and adults. During a physical education session, for example, children showed high levels of enjoyment. Relationships between adults and children were excellent. The activities were challenging but fun. They were suitably matched to children's development, which meant they all made extremely good headway.

The Reception class staff work together as an extremely effective team. They review their plans regularly and identify successful teaching strategies. Teaching and learning are outstanding, and all areas of learning are catered for well. Teachers have a calm approach and look continually for opportunities to praise children's contributions. They are skilled at questioning and at developing children's learning by building up their understanding. Children's achievements are logged, and the curriculum is built around their experiences. There is a good combination of work that is organised by the teacher and activities initiated by the children themselves. The spacious and well-equipped outdoor area is used as an integral part of the classroom and provides excellent opportunities for practical, creative and cooperative activities. Support staff are quick to seize opportunities to develop children's learning further, and are particularly active in supporting children being independent and developing their social skills.

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

- Ensure the pace of learning is sustained in all lessons.
- Summarise assessment information to provide a clear synopsis of pupils' achievement, in order to streamline the well-established system of self-review.

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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	2

### 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	1
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

<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>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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**

28 January 2009

Dear Pupils

Inspection of Trumps Green Infant School, Virginia Water, GU25 4HD

Thank you for making us so welcome during our visit to your school. It was delightful to meet you and we were very impressed by your excellent behaviour and your friendliness. You all told us how much you like your school, and we were not surprised. It is an excellent school. All the adults care for you very well, and a special feature is the way that you care for one another too. It was good to see how well you worked together during lessons in the classrooms and when you were working in the outdoor areas.

You make excellent progress at school and, by the time you reach the end of Year 2, you have learned a lot, reaching standards that are much better than lots of other schools. Your teachers work hard to give you interesting and enjoyable lessons, and we could see how much you enjoy learning. Indeed, you are so keen to learn that we have suggested to your teachers that they could ask you to work more quickly during some lessons.

Your school is very well led by your headteacher, and the staff and governors are giving her enormous help to make the school even better. We enjoyed looking through your records of achievement, which show how you are getting on as you move through the school. The school keeps detailed records of your progress, but we have suggested that these could be improved a little so that everyone can see how well you are doing.

Your parents think that this is an outstanding school, and they are right. As well as interesting lessons, you have lots of clubs, activities and trips that help you to learn other things that make your education even more exciting. Enjoy your time at school and continue to work hard.

Yours faithfully

Rob Crompton

Lead Inspector