

Trafalgar Community Infant School

Inspection report

Unique Reference Number	125835
Local Authority	West Sussex
Inspection number	363997
Inspection dates	30 June–1 July 2011
Reporting inspector	Catherine Kickham

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	258
Appropriate authority	The governing body
Chair	Ken Vose
Headteacher	Lynne Wise
Date of previous school inspection	5 June 2008
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Introduction

The inspection was carried out by three additional inspectors. Twelve lessons were observed and 10 teachers were seen. The inspection team looked at children's work, records of children's assessments, teachers' planning and school improvement plans. Discussions took place with groups of pupils, staff, the Chair of the Governing Body and the headteacher. Informal discussions with parents and carers, and 154 parents' and carers' questionnaires and 19 staff questionnaires were also taken into account.

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

- How well teachers use assessment to improve children's learning, particularly for boys and for children with special educational needs and/or disabilities.
- How well teachers use their skills to improve children's learning so that all groups of children make good progress.
- How the school is ensuring that attainment in mathematics improve.
- The impact of leaders and managers on improving learning for all groups of children, including the average attainers and those with special educational needs and/or disabilities.

Information about the school

This is a larger-than-average school and most of the pupils come from a White British background, with a small number from other ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is low. There are fewer girls than boys in this school compared to the national average.

The school has achieved a number of awards, including the National Healthy Schools award and Healthy Schools status. It works in partnership with the Universities of Chichester and Brighton; it has recently become a training school for aspiring headteachers and is an active member of the West Horsham Learning Network Partnership.

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 Community Infant School is an outstanding school. Since the last inspection, the school has systematically built on its strengths. It recognised that some groups of pupils were not achieving their full potential and put in place carefully planned programmes of teaching and learning to ensure that all children, and particularly the middle-attaining boys and pupils with special educational needs and/or disabilities, make good progress. This, along with high attainment in reading, writing and mathematics at the end of Year 2, means that pupils' achievement is outstanding.

The outstanding care, guidance, support and curriculum help ensure that the pupils' personal development is at least good, and excellent in certain aspects, such as their contribution to the community. Pupils' attendance is average and the school correctly recognises that this should be better. It is primarily caused by parents and carers taking extended term-time holidays.

The school has very strong partnerships with parents and carers which are used productively to ensure pupils' good learning continues at home. The vast majority of those who submitted questionnaires reported that their children enjoy school and that the school keeps their children safe. Typical comments are, 'I walk 40 minutes to get here, its brilliant' and, 'A lovely school, my child settled in very well.' A small minority of respondents reported that some children with specific needs had not been fully supported in the past. However, it was rightly acknowledged that this had improved since September 2010. There is excellent transition into the school, with good opportunities for families to visit before starting school and an 'open-door policy' once children arrive. This means children settle quickly and are ready to learn.

Children start the Early Years Foundation Stage willing to talk and confident. They make good progress in the Reception classes and by the end of the year the majority exceed national expectations. Through good teaching, pupils continue to progress well in Years 1 and 2, although there was a dip in attainment in mathematics in 2010, most noticeably for boys in Year 2; the school has taken swift and decisive action to correct this. Boys are now significantly exceeding national standards in mathematics. However, not all opportunities to develop pupils' mathematical ability across the curriculum are used. The introduction of a specific support programme this year has had a positive impact on the attainment and progress of pupils with special educational needs and/or disabilities. Pupils are friendly and polite, have positive attitudes to learning and are proud to share their successes. For example, a

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Year 2 pupil proudly remarked, 'We are all working at Year 3 level.'

The established and experienced headteacher leads the school purposefully. She is well supported by the leadership team and members of the governing body. Self-evaluation is precise, with a full input from all staff that ensures priorities are soundly based on what has gone before. It carefully analyses pupils' attainment to ensure that relevant strategies are put in place so that all groups of pupils continue to do their best. The school places a strong emphasis on listening to children's views, using these to evaluate and improve its procedures.

The school has moved on rapidly since the last inspection. Achievement and attainment have improved, the curriculum has been further developed and many elements of personal development such as pupils' understanding of how to stay safe, fit and healthy are exemplary. This all demonstrates a school that has an outstanding capacity to sustain further improvements.

What does the school need to do to improve further?

- Build on the improved attainment in mathematics by providing pupils with greater opportunities for problem solving and using and applying learning across all areas of the curriculum.
- By July 2012, improve attendance to be consistently above the national average.

Outcomes for individuals and groups of pupils

1

Pupils are confident and enthusiastic and behave well. They come into school with very positive attitudes to learning and are proud of their achievements. Pupils can confidently explain what they have learned and are happy to explain their workings to the class. For example, when reviewing a mathematics lesson one older pupil confidently explained to the class, 'The mode is easier to identify than the median because it is popular.' All groups of children, including the more able and those with special educational needs and/or disabilities, make good progress as a result of good teaching. Pupils have made good progress in mathematics this year as a result of carefully planned teaching which takes full account of pupils' abilities. There are some excellent examples of writing displayed around the school, such as the attractively presented books from each year group that are on display in the library.

Pupils are familiar with the work of a range of artists such as Hockney and van Gogh and there are some excellent examples of pupils' work in these styles, including computer-generated photographic collages. A good understanding of science is evident in lessons. For example, in a Year 1 class, pupils came up with some thoughtful ideas about the use of air in machines such as aeroplanes. However, in some classes there are insufficient opportunities for pupils to apply their mathematical learning and to solve problems. Pupils' understanding of the wide diversity of different cultures in our own country and further afield is good.

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Pupils universally report that they feel safe and secure at school; they have an excellent understanding of right and wrong, are able to recognise consequences and behave sensibly around the school. Pupils also have an excellent understanding of how to lead a healthy life, for which the school has gained national awards. There is an effective school council which is elected by the children and influences decisions such as the location of the playground quiet zone. Pupils have good opportunities to develop workforce skills through fund-raising for national charities and in working towards eco school status. This also demonstrates their outstanding contribution to the wider community.

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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching successfully promotes pupils' learning across all areas and ensures all pupils make good progress across the school. Teachers use questioning very effectively to improve pupil learning, and thorough assessment is used to identify those groups of pupils that need additional support and to ensure that teaching meets their needs. Excellent use is made of teaching assistants and other adults such as parent helpers to ensure that pupils' learning is fully extended at all times. For instance, parent helpers were thoroughly briefed in advance of a school trip to Arundel Castle so they were able to fully support pupils' learning throughout the day.

The excellent curriculum is broad, balanced and designed to meet the needs of all pupils. Well-thought-out topics such as 'Knights' appeal to boys so that they are enthusiastically engaged in their own learning. Resources reflect the school's

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

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priorities and the library has been stocked and organised with books to promote pupils' mathematical development and boys' reading. Other resources take account of the needs of all groups of children and include sensitive texts which deal with life issues such as bereavement. The pupils report they are pleased with what is on offer and it significantly enhances their personal and academic interest and motivation.

The school takes a pride in knowing its community well. Pastoral support for all pupils and their families is exemplary. For example, there is a register of volunteer parents, checked for their suitability, who have specific expertise that the school draws on when necessary. Any individual family issues are treated sensitively and professionally so that the parent body has complete confidence in the school's ability to support them fully.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
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?

The headteacher is fully supported by her senior team and governors in her drive to secure high quality across all aspects of the school's work. All members of the senior team have an excellent understanding of how to monitor teaching effectively. Their judgements are accurate and this means they are able to provide constructive feedback to staff which helps to secure further improvements in teaching.

The senior leaders rigorously analyse performance and use this to inform new developments such as the pupil conferencing in mathematics, which was introduced in partnership with the governors 18 months ago to improve boys' attainment. This has had a positive impact on pupil outcomes, particularly boys and children with special educational needs and/or disabilities. It also demonstrates the school's strong commitment to ensuring equality of opportunity for all and that nobody is discriminated against. Members of the governing body are highly supportive of the school, hold leaders to account and fulfil their statutory duties well. Many governors are active on a day-to-day basis. Safeguarding is outstanding because of the attention to detail and diligence of all staff, who have a comprehensive understanding of best practice.

The school has a very strong bond with the local community, parent and carers and the local church. The school makes excellent use of outside expertise, for example, in developing information and communication technology following an issue raised at the last inspection. It also contributes very effectively to local partnerships such as

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The West Horsham Learning Network, with excellent opportunities for children to participate in the Rights, Responsibilities and Respect programme. The school is aware that it is not as active in promoting pupils' understanding of the wider global community and the latest improvement plan has identified effective ways in which this will be developed.

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	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children start school with good levels of development, especially in personal and social skills. They settle quickly because of the excellent partnerships with parents and carers and the high quality of care provided by the Early Years Foundation Stage staff team. This means that learning starts immediately. Children make good progress through the year and achieve above average expectations at the end of the Early Years Foundation Stage as a result of consistently good teaching. There is a growing proportion of pupils who end their Reception year already working at levels expected in Year 1 but the school recognises that more could do so and is developing ways to improve this further. The environment is vibrant and highly stimulating. Exciting events such as a caterpillar building a cocoon within the classroom generate much discussion and language development among the children. A varied range of well-planned experiences, such as the class visit to a farm, provide the stimulus for imaginative practical activities such as three-dimensional model-making, alongside drawing and writing, which extends children's skills. There are ample opportunities for children to work collaboratively and independently both indoors and outside and this leads to excellent personal, social and emotional development. Leadership is excellent, reflecting planning for continuous improvement and so ensuring that children in each class have an equally high quality start to their schooling.

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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	2
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 proportion of parents and carers who responded to the inspection questionnaire was higher than that found in similar schools. The very large majority of parents and carers expressed their satisfaction with the education provided by the school, notably reinforcing the view that their children are kept safe, that they are well-prepared for their futures and that they are encouraged by the school to adopt a healthy lifestyle.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Trafalgar Community 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 154 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	107	70	42	28	3	2	0	0
The school keeps my child safe	107	70	43	28	1	1	0	0
The school informs me about my child's progress	73	48	71	47	6	4	0	0
My child is making enough progress at this school	79	52	66	43	6	4	0	0
The teaching is good at this school	93	61	54	36	4	3	0	0
The school helps me to support my child's learning	79	52	64	42	7	5	0	0
The school helps my child to have a healthy lifestyle	88	58	61	40	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)	108	71	41	27	1	1	0	0
The school meets my child's particular needs	82	54	63	41	4	3	1	1
The school deals effectively with unacceptable behaviour	60	39	68	45	14	9	2	1
The school takes account of my suggestions and concerns	62	41	76	50	8	5	1	1
The school is led and managed effectively	87	57	55	36	9	6	0	0
Overall, I am happy with my child's experience at this school	100	66	45	30	6	4	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.



4 July 2011

Dear Pupils

Inspection of Trafalgar Community Infant School, Horsham, RH12 2JF

Thank you for making us so welcome in your school and for talking to us and showing us your work. Trafalgar Community Infant School is an outstanding school and you and your parents can be proud of your part in this.

These are the strengths of your school.

- Children get off to a good start in the Early Years Foundation Stage.
- You make good progress in school because you work hard and are taught well.
- The excellent curriculum makes sure your teachers help you learn about all sorts of exciting topics
- You visit lots of interesting places, like the nearby farm some of you went to recently.
- By the time you leave school you reach high levels in reading, writing and mathematics and are well prepared for your next school.
- You feel extremely safe at school because the adults take excellent care of you and support you well.
- You also have an excellent understanding of how to stay fit and healthy.
- The school is exceptionally well led by your headteacher and other senior staff.

We have asked the headteacher to do two things to improve your school.

- Increase the opportunities for you to solve problems such as in mathematics.
- Make sure all of you attend as much as possible so that you can take advantage of all the wonderful things you do at school.

We wish you all the best for the future. You can help by making sure all of you tell your parents how important your schooling is and continuing to work as hard as possible.

Yours sincerely

Catherine Kickham
Lead inspector

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