

Trafalgar Community Infant School

Victory Road, Horsham, West Sussex, RH12 2JF

Inspection dates 3–4 June 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher is ambitious for the school and the pupils. She is determined to give all pupils a positive experience in their education.
- Attainment is rising because the good teaching means that pupils are making good progress over time. They achieve well in reading, writing and mathematics.
- The rate of progress for pupils is improving rapidly as leaders are more consistent in checking the progress of the pupils and making adjustments to the support individuals need.
- The Early Years Foundation Stage gives children a good start to school and they settle very quickly. Parents and carers are very happy with the care and support the children receive in Reception.
- Pupils' behaviour is exemplary. Pupils are polite and thoughtful towards each other and adults in the school. Pupils all say they feel very safe and enjoy coming to school
- Senior leaders, including governors, are working well together to improve the experience pupils receive and ensure rapid progress for all.
- The governing body offers a good range of experience and skills. They challenge school leaders as well as offering support to improve teaching and overall achievement.

It is not yet an outstanding school because:

- Some teachers do not use all the information available on pupils' achievement to plan challenging activities, particularly for the more able pupils.
- When marking work, not all teachers give enough guidance in their feedback on how pupils can improve their work.

Information about this inspection

- During the inspection, 19 part lessons were observed, taught by 10 teachers. Several were jointly observed with members of the leadership team. In addition, inspectors made several short visits to lessons and observed a number of small groups of pupils taught by teaching assistants.
- Inspectors observed an assembly and heard pupils from Year 2 reading.
- Inspectors held meetings with two groups of pupils including the school council.
- Inspectors spoke to two governors, including the Chair of the Governing Body, a representative from the local authority and staff including senior and middle leaders.
- Inspectors looked at a range of documents, including the school's data on pupils' current progress, planning and monitoring documents and records relating to behaviour, attendance and the safeguarding of children. The school's arrangements for spending the additional sports funding and pupil premium funding were also scrutinised.
- Questionnaires were analysed from 30 members of staff.
- Inspectors took account of the responses of 48 parents and carers to the online Parent View questionnaire during the inspection, and they also used the start of the day to talk to parents and carers.

Inspection team

Sarah Jones , Lead inspector	Additional Inspector
Juliet Ward	Additional Inspector
Melanie Jackson	Additional Inspector

Full report

Information about this school

- Trafalgar Community Infant School is larger than the average infant school.
- The headteacher took up her post in April 2013.
- The majority of pupils are of White British heritage, with a small number from other ethnic backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action or school action plus or who have a statement of special educational needs is below average.
- The proportion of pupils who are known to be eligible for free school meals is below average. These pupils are supported by additional government funding known as the pupil premium.
- The school is a UNICEF Rights Respecting School.

What does the school need to do to improve further?

- Raise the quality of teaching and learning and the proportion that is outstanding by making sure that:
 - all staff use assessment data more effectively to plan lessons which stretch and challenge all learners, especially the more able pupils
 - when staff mark books, pupils are told clearly how they can improve their work.

Inspection judgements

The achievement of pupils is good

- Children join the school with skills and knowledge that are in line with those expected for their age. Children are quick to settle to the routines. Children enjoy the opportunity to undertake activities using both the inside and outside classroom space, with a clear emphasis on learning through play and investigation. By the end of the year, the progress children make while in Reception is good and for some it is outstanding. This is well illustrated through the learning journeys' records.
- Pupils in Year 1 continue to make good progress in reading, writing and mathematics. The school has made the decision to continue to use learning journey assessments from Reception with a focus on pupils clearly seeing the progress they are making and the next steps in their learning.
- The progress pupils made at the end of Key Stage 1 in 2013 was not as rapid as in Year 1. However, as a result of revised tracking systems any underachievement is being addressed and the progress all pupils are making in reading and writing in Year 2 has improved. There has been additional support from the mathematics coordinator for teachers and as a result there is evidence of further improvements so that pupils are also making good progress in this aspect of their learning.
- Pupils use their knowledge and understanding of letters and sounds (phonics) to help them read and spell unfamiliar words. A higher proportion of pupils are on track to achieve the expected level in phonics this year in comparison to 2013.
- The progress of pupils who are known to be eligible for additional funding is improving. By the end of Year 2, pupils reach the same levels as others in the school and sometimes higher levels than those of similar pupils across the country. This is as a result of well-focused support both in and out of the main classroom, with money effectively spent on additional staff support.
- Disabled pupils and those who have special educational needs make good progress. The school regularly checks that support is in place to boost their learning and changes it when it is not effective. As a result, some pupils no longer need the support.
- The more able pupils generally make good progress because teachers and teaching assistants make sure the work is matched to their ability. However, there are times when the work could be more challenging for some very able pupils.

The quality of teaching is good

- Teachers' subject knowledge is very sound. Teachers work closely with teaching assistants and keep them well informed about what pupils should be achieving in a lesson. Teaching assistants regularly lead small groups of pupils and show good subject knowledge and understanding of how to support pupils' learning. Both teachers and teaching assistants use questioning effectively to assess pupils' progress and understanding.
- Teaching is good and some is outstanding. There is clear evidence of consistency in planning, behaviour management and support provided for pupils. 'Working walls' in classrooms, for example, are used effectively by pupils to support their understanding and help them to make progress.
- Teachers have very positive relationships with their pupils. There is a good atmosphere in all classrooms with praise and encouragement used to motivate pupils. In a Year 1 lesson on money, pupils worked in small groups and on their own in a range of activities. They enjoyed the tasks and the chance to work independently, using a range of different resources to support their learning.
- Classrooms are vibrant and motivating with pupils making good use of the resources available in the class, including displays. These help to support pupils when working on individual tasks.
- Teachers plan their lessons well and find ways to engage pupils. A group of Year 2 pupils had

the opportunity to develop French breakfast menus and sample the food. The pupils enjoyed practicing new French words as well as enjoying tasting the food.

- Teachers regularly check the progress made by pupils. They have high expectations of the work pupils produce. However, the marking in the books does not always identify what the next steps in learning are in a way that is genuinely helpful to the pupils, particularly the more able pupils.

The behaviour and safety of pupils are outstanding

- The behaviour of the pupils is outstanding. All pupils manage their behaviour well both in the classroom and during break times.
- Pupils' attitudes to learning are positive at all times. They are highly engaged with the tasks set, with adults and with each other.
- Pupils are proud of their school and they enjoy taking on responsibilities, for example as members of the school council and learning council and as playground buddies who help to organise activities for younger children at lunchtime.
- The views of parents and carers who took part in the online questionnaire and those who spoke to inspectors are in agreement that pupils are well behaved at school.
- The school's work to keep the pupils safe and secure is outstanding. Pupils know how to keep themselves safe, particularly with regard to fire safety. They also know who they can talk to if they have a concern.
- Pupils are aware of the different types of bullying such as name calling. All those pupils who spoke to the inspectors said there is no bullying at the school. The school's records support this evidence.
- Attendance has improved and is now above the figures for similar schools.

The leadership and management are good

- The strong effective leadership of the headteacher, with effective support from middle leaders and governors, has brought about rapid changes to the teaching and the progress that pupils make.
- The new systems to track pupils' progress have allowed the school to closely monitor their work very carefully. A programme of lesson observations, work scrutiny and pupil conferencing has assisted the school in improving the quality of teaching and bringing about the progress pupils make. There is further illustrative evidence of progress in pupils learning journeys.
- The school uses tracking data effectively to monitor the progress of different groups of pupils. This includes disabled pupils and those with special educational needs who make good progress. The pupils who are in receipt of the additional pupil premium funding make the same progress as their peers as a result of well-focused support.
- The school's development plans are thorough and all staff have a very clear understanding of what needs to be done to ensure the progress pupils make continues to improve.
- The monitoring of the quality of teaching and the progress pupils make are robust. There are clear links between incentives for teachers and the outcomes for pupils. Teachers' targets and areas of responsibility are linked to the school's development plans. Staff appreciate the additional training to support this process and keep them up to date, especially with changes to the curriculum from September 2014.
- The school works closely with parents and carers to support their child at home, including encouraging daily reading. Parents and carers report that the teachers are very approachable, they appreciate the opportunity to visit their children's classroom and feel fully informed of the progress their children are making.
- The approach to learning is exciting and pupils have the chance to develop their literacy and numeracy skills in different subject areas. For example, children in Reception spoke with confidence to inspectors about the chrysalis in the classroom and the life cycle of a butterfly.

- The additional sports funding is used well to provide additional experiences in a range of different sports for pupils, including gymnastics. Funds have been spent on local sports coaches who teach alongside staff to help develop teachers' subject knowledge and skills in physical education. Provision has also been made to develop the play leader project for pupils at lunchtime.
- The school works hard to raise pupils' awareness of the wider community. During a rights and responsibility assembly, links were made between the living conditions of children in the United Kingdom in comparison to children in Malawi. Through lessons, visits and visitors the school ensures that the spiritual, moral, social and cultural development of pupils is strong.
- There is a range of before- and after-school clubs, including music, dance and gardening clubs, which are well attended by pupils. The pupils spoke with confidence about their achievements and were especially proud of their 'Horsham in Bloom Award' in 2013, which they hope to replicate in 2014.
- The local authority provides light touch support. The headteacher works with other schools in the area including the local junior school to which many of the pupils transfer.
- The arrangements for the safeguarding of pupils meet statutory requirements.
- **The governance of the school:**
 - Governors know the school well and understand the priorities for the school to continue to improve and how well it fares in relation to other schools. They hold leaders to account by asking searching questions, as well as offering support through formal governors' meetings and informally when visiting the school during the school day. Governors have attended training events organised by the local authority on analysing school data, headteacher performance and safeguarding pupils. Governors make sure that statutory responsibilities are met, such as safeguarding requirements which are fully in place and effective. Governors have a good understanding of the management of teachers' performance and implementation of the national Teachers' Standards in relation to rewarding good teaching as well as tackling any underperformance. Governors carefully monitor the school's finances and are aware of how the school is using both the pupil premium and additional sports funding to improve pupils' overall achievement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125835
Local authority	West Sussex
Inspection number	443753

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

Type of school	All-through
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Ken Vose
Headteacher	Kat Green
Date of previous school inspection	1 July 2011
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