

Inspection of Trumps Green Infant School

Crown Road, Virginia Water, Surrey GU25 4HD

Inspection dates: 22 and 23 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

This school was last inspected 13 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time. From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils learn and play happily in this warm and welcoming school. They told inspectors that they like 'everything' about their school. Pupils like to learn and are rightly proud of how much they know. Children in Reception Year have settled quickly into school life. They thoroughly enjoy learning while having fun. During the inspection, for example, children chattered enthusiastically about the garage they were building out of blocks and shapes, explaining how and why they were planning to make it taller.

High expectations and well-established routines ensure that the school runs smoothly from day to day. Pupils know and follow the school rules. They settle quickly after breaktimes so that teachers can make the best use of lesson time. Pupils join in with lessons confidently and enthusiastically. They are interested in their classmates' views and listen quietly to their ideas.

Lunchtimes are sociable times. Pupils enjoy chatting to friends while eating lunch. They say that they like helping to make the school a nice place by, for example, helping adults during lunchtimes. Pupils play kindly and treat each other with respect. Leaders treat any concerns about bullying very seriously and act quickly.

What does the school do well and what does it need to do better?

The headteacher and her leadership team are passionate about the school and want the very best for its pupils. They have steered the school through the pandemic with sensitivity and determination. Staff feel valued and supported. They say that everyone is treated fairly and with respect.

Leaders and staff have worked hard to develop the curriculum over the past few years. They have rightly focused on achieving a suitable balance between teaching knowledge and teaching skills, so that pupils learn well. Training for staff is supporting them to deliver the revised curriculum, and some are experts in their subject. During the inspection, for instance, an adult in Reception Years skilfully used her conversation with children to explore and develop their understanding of words such as 'biggest', 'smallest', and 'highest' during a throwing game with bean bags. Leaders know, however, that some staff lack the subject knowledge needed to adapt learning consistently well for pupils with special educational needs and/or disabilities (SEND). This has rightly been identified as a priority for development.

The school's broad, well-sequenced curriculum prepares pupils effectively for the next stage of their education. It sets out clearly what pupils should learn in each subject, so that teachers know what to teach. Regular opportunities for pupils to revisit what they have already learned help them to remember key knowledge. This ensures that new learning builds securely on what pupils already know. Some pupils found it hard to keep up with their classmates during the pandemic. Leaders have prioritised help for these pupils in the past year so that they are catching up quickly.

Pupils are keen learners and achieve well. They attend school regularly and behave sensibly. Occasionally, a few pupils lose focus in lessons. They become fidgety and learn less well than their classmates as a result. Staff usually notice when this happens and get pupils back on track. Children thrive in Reception Year. Adults establish warm and supportive relationships with children, who feel secure and valued as a result. Children get on well together. They are well prepared for learning in Year 1.

Pupils read regularly in school and at home. This makes a significant contribution to their progress in reading. Interesting activities and daily story times help to enthuse pupils about books. Parents of children in Reception Year are pleased with the school's focus on teaching their children to read. A new phonics programme was introduced earlier this year and is taught in all year groups. All staff have been trained in delivering the programme, with further training scheduled to ensure that the programme is delivered consistently well.

Pupils say that they are taught to be kind and respectful. They speak to visitors politely and are eager to share their views of the school. Pupils know what bullying is and understand and respect the fact that some people are different to others. The school has reinstated its full range of popular clubs and visits following the pandemic, helping to enrich learning.

The governing body represents a valuable range of knowledge, skills and expertise. Its role in holding leaders to account has developed rapidly in the past year. Governors work positively and constructively with leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that everyone gives pupils' safety a continuously high priority. They use training to inform new staff of the school's safeguarding policies and provide staff with regular reminders about what to look out for, as well as updates in policy or procedure. Staff get to know pupils very well, developing strong relationships which are an important element of the school's safeguarding work. Leaders have established clear systems for reporting and recording any concerns. They work closely and constructively with agencies, such as the local designated safeguarding lead, to ensure pupils' safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are in the process of developing staff subject knowledge so that the revised curriculum is delivered consistently well across the school, and training has already begun. Leaders know, however, that there is more to do. Variations in staff subject knowledge mean that the curriculum is not always adapted well

enough to support pupils' emerging needs. This is particularly the case for pupils with SEND. As a result, some pupils learn less well than they could. Leaders should make sure that all staff have the strength and depth of subject knowledge to adapt and deliver the curriculum confidently and effectively for all pupils.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	124952
Local authority	Surrey
Inspection number	10242315
Type of school	Infant
School category	Community
Age range of pupils	5 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair	Rosemary Hucker
Headteacher	Sarah Morris
Website	www.trumps-green.surrey.sch.uk
Date of previous inspection	16 June 2009

Information about this school

- The headteacher was appointed in 2017.
- The school does not use alternative provision.

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, special needs coordinator and other senior leaders. They also spoke with a range of staff at different times during the inspection.
- The lead inspector met with three governors, including the chair of governors. She also had a telephone discussion with a representative of the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics, history and computing. Deep dives included visiting a range of lessons, looking at pupils' work, and talking with leaders, teachers and pupils about how teaching in these subjects builds pupils' knowledge over time. The lead inspector also listened to pupils reading to a member of staff.
- Inspectors met with groups of pupils to gather their views of the school. They also spoke with pupils in lessons, during break times, and around the school.
- Inspectors assessed the school's culture of safeguarding throughout the inspection. The lead inspector reviewed a wide range of safeguarding documents and records. She also checked the single central record.
- The views of staff, parents and pupils were gathered through a range of sources, including Ofsted's surveys and informal discussions.

Inspection team

Julie Sackett, lead inspector

His Majesty's Inspector

Mineza Maher

Ofsted Inspector

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