

Terrington St Clement Community School

Inspection report

Unique Reference Number	121022
Local Authority	Norfolk
Inspection number	358904
Inspection dates	10–11 March 2011
Reporting inspector	Steven Hill

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	Jamie Symington
Headteacher	Elizabeth Hackett
Date of previous school inspection	10 February 2009
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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were observed, taught by 13 teachers. Meetings were held with groups of pupils, staff and representatives of the governing body. Inspectors observed the school's work and looked at a range of documentation, particularly that related to safeguarding (protecting pupils and keeping them safe) and pupils' progress. Examples of pupils' work in books and on display were examined. Questionnaires were analysed from 22 staff, 100 pupils in Key Stage 2 and from 83 parents and carers.

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

- The team investigated whether teaching and progress are more consistent, concentrating on progress in mathematics, and whether standards have improved in the subject.
- The role of subject leaders in driving improvements was investigated.
- Inspectors checked to see whether the school's judgement that pastoral care is excellent is substantiated by the evidence, and whether this has led to some aspects of personal development being outstanding.

Information about the school

This is an above average-sized primary school in a large village. Almost all the pupils are of White British origin, with a few from a range of different minority ethnic groups. Very few pupils speak English as an additional language. Most classes are mixed age, including three that include both Nursery and Reception aged children. The proportion of pupils with special educational needs and/or disabilities is above average, with a very high proportion who have statements of special educational needs. The proportion of pupils known to be eligible for free school meals is below average. The school includes a class, known as the LIFT, which houses extra resource provision for up to 12 pupils who have speech, language and communication difficulties. There has been some disruption to teaching in the last year, with some staff leaving, and others off with illness or on maternity leave. The school holds an International Schools award.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school has improved considerably since the last inspection and now provides a good quality of education. As a result, pupils make good progress in their learning, including those with special educational needs and/or disabilities. Standards have risen to be broadly average. The key to this good achievement is greatly improved teaching and a relentless focus by the headteacher and other leaders on how well pupils are learning. Observations of lessons, combined with careful tracking of each individual pupil's progress, have enabled teachers to be given clear feedback about their effectiveness, and support to help them to improve. The school has a very strong grasp of its strengths and weaknesses. It tackles the latter robustly. Combined with the many improvements since the last inspection, this shows it has a good capacity to improve further.

Teaching and learning are now good, although some inconsistencies remain. Standards are higher in English than in mathematics because recent progress has been particularly strong in English, helped by an innovative approach to developing pupils' writing. In mathematics, progress is inconsistent from class to class. This was a particular issue last year because of the disruption to teaching. In all subjects, an innovative system of 'learning journeys' helps pupils, with careful guidance from their teachers, to select tasks that are closely matched to their attainment and provide them with testing but manageable challenge. They respond well to this, and are keen to succeed and to move up to the next level. When done well, this system is a very strong contributor to pupils' good achievement. However, on occasions, particularly in mathematics, teachers do not explain tasks clearly enough at the start, or try to cover too much ground, so some pupils become confused. Leaders have accurately identified that progress in mathematics is also hampered because the school has lacked a common approach to calculations, so continuity in learning can slow when pupils change classes. A new policy has been introduced to address this.

A major strength of the school is the excellent provision for care, guidance and support. As a result, pupils are happy in school and behave well. They are given an outstanding understanding of how to keep healthy. Pupils with special educational needs and/or disabilities, particularly those in the LIFT, benefit from excellent partnerships with other agencies to promote their learning. Similarly, such partnerships make a major contribution to the safety, happiness and well-being of pupils whose circumstances make them vulnerable. The LIFT provision is well-organised and helps pupils to do well socially and academically in the light of their difficulties, although their attainment is still below average overall. Specialist support, well matched to their specific needs, such as that from a speech therapist, strongly supports their good achievement.

Safeguarding procedures are outstanding, which contributes to pupils feeling extremely safe in school. Pupils make an excellent contribution to the community through the way

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they take on responsibilities and help and support each other. Pupils' spiritual, moral, social and cultural development is good. However, their understanding of multicultural issues is a weakness, particularly in terms of the range of different faiths and ethnic groups in this country.

What does the school need to do to improve further?

- Raise standards and increase pupils' progress in mathematics by:
 - eliminating remaining inconsistencies in teaching, particularly in explaining new ideas clearly
 - implementing the new policy on calculations to ensure a consistency of approach.
- Increase pupils' cultural understanding and extend the school's contribution to community cohesion by providing pupils with more opportunities to learn about contrasting communities in the United Kingdom, particularly those with people of different faiths and ethnicities.

Outcomes for individuals and groups of pupils

2

Pupils achieve well and enjoy their learning. In a mathematics lesson with Years 5 and 6, pupils made good progress in their understanding of proportion when each individually chose the level at which to start, and worked diligently to get questions right and move on to harder examples. They were keen to challenge themselves, enjoyed their successes, and some pupils showed excellent mental arithmetic skills. In a Year 3 lesson, pupils made good progress in both their information and communication technology (ICT) skills, and their understanding of artists' use of colour, as they attempted to replicate the work of famous painters using a graphics program. They showed great concentration and perseverance. Key Stage 1 pupils improved their understanding of the structure of stories, and their skills as independent writers, when they worked at different levels to plan the introduction to a story about a birthday.

Children start in the Early Years Foundation Stage with skills and knowledge which are, overall, below those expected of children of this age. Their progress is good across the school. Attainment at the end of Year 6 in English has been average for some time. In mathematics, attainment has now risen to be broadly average, although standards are not as strong as in English. Pupils in the LIFT unit do well because of the specialist support that is provided to them, which focuses very effectively on their particular needs. Other pupils with special educational needs and/or disabilities are greatly helped by the careful match of work to their needs, based on rigorous assessment, and the use of intervention programmes to address any specific shortfalls in their learning. Boys and girls do equally well, and a previous gap between boys' and girls' results has been closed.

Pupils are extremely keen on exercise and join in physical education lessons with great enthusiasm. They are pro-active in encouraging others to take up healthy lifestyles, instigating an anti-smoking campaign locally. They report that they feel extremely safe because they know the adults take great care of them. They know how to keep themselves safe, and younger pupils say how much the older pupils, such as the Playground Police, are helpful in looking after them. Pupils are fully involved in the local community through events in this village and, through links with other local schools, the wider area. Boys and girls get on very well together regardless of background or ability.

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They have a strong sense of fairness and were indignant to learn of the poor treatment of ethnic groups in the past, when they learned about Martin Luther King and Nelson Mandela during Black History Week. Pupils are developing good working habits and work well in pairs or teams, but their basic skills are only average, so their preparation for their future lives is satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Despite some remaining inconsistencies, teaching and learning are good. Teachers manage classes effectively and routines are established well. Teachers are particularly good at involving pupils in assessing their own progress and guiding them to challenge themselves to improve. During lessons, pupils' progress is usually monitored very well, so that any misconceptions can be addressed immediately. When, in some lessons, this is not done well enough, the progress of some pupils slows. Both teachers and teaching assistants are skilled at getting pupils to think through their ideas. They regularly challenge them to refine and extend their work. Despite the occasional inconsistency, the marking of pupils' work is usually of high quality and shows them clearly what they have done well and how they can improve.

The curriculum has a strong international element that supports pupils' understanding of different countries, for example through the link with a school in Bilbao. The thematic approach that links different subjects enhances pupils' enjoyment and progress by making

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learning more meaningful and enjoyable. Good use is made of ICT to enhance learning in other subjects. There is a very effective programme of personal, social and health education that supports pupils' well-being and personal development. A wide range of enrichment, including a good variety of popular clubs, contributes to both learning and enjoyment.

The very good relationships with staff mean that pupils respond well to the consistent reinforcement of positive values. The strong personal guidance means pupils understand sanctions and value the rewards for positive behaviour. The very close tracking of pupils' personal needs and the pro-active involvement of different agencies to support those whose circumstances might make them vulnerable is outstanding. There are convincing examples of how the school's exemplary monitoring of pupils has led to very positive outcomes for their welfare and safety. Similarly, the excellent pastoral support to pupils with special educational needs and/or disabilities complements the good academic guidance they are given. The senior family projects coordinator makes a strong contribution to supporting pupils' personal development by involving their families in school.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The great strides taken in the school since the last inspection stem from the strong leadership of the headteacher, which has led to a concerted and cohesive team approach by all staff to driving improvement. Subject leaders now play a full part in monitoring their subjects, and are effective in helping to raise standards. The work done on teaching has driven improvements well. Leaders are tackling some remaining inconsistencies robustly.

Governance is good and the governing body provides a good balance of support and challenge, based on its good understanding of the school's strengths and weaknesses. Parents and carers are involved well, particularly those of pupils who have either personal or academic difficulties. Parents' and carers' views are sought systematically and considered appropriately in planning developments. They are given good information about school life and their children's progress. Other partnerships, particularly those with other local schools, contribute well to the curriculum, for example in providing specialist sports coaching. The use of a wide range of outside expertise makes an outstanding contribution to pupils' personal development and welfare. All pupils are integrated well into school life and staff ensure there is no discrimination. The careful tracking of pupils' progress ensures that all do similarly well. The school is an exemplar of good practice in many aspects of safeguarding, and staff are extremely vigilant in ensuring that pupils'

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particular health needs are met. Improvements to safeguarding take full account of the views of pupils, parents and carers. Training is of high quality for all, with governors and staff having a very secure grasp of issues. The school is proactive and very successful in working closely with other agencies to reduce the risk of any harm to pupils. The school is a very cohesive community, and promotes cohesion well through its links with schools abroad.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

Children make good progress in the Nursery and Reception Years. They do particularly well in their personal and social development, behaving well and developing good levels of independence for their age. They feel safe in school, get on well with each other and with adults, and enjoy learning. The staff make good use of the extensive and well-equipped outdoor space to develop each of the areas of learning. Children have good opportunities to choose activities for themselves, as well as joining in adult-directed sessions as a class or in small groups. Adults explain things well in such sessions but, occasionally, the more confident children can dominate when adults do not insist strongly enough on all children following routines. There is a good emphasis on linking sounds and letters, so children make good progress in their early literacy skills. Activities are planned to match children's interests and needs, based on accurate and detailed observations. Good leadership and management lead to a common team approach, with a clear focus on promoting children's learning and personal development. However, the team have not developed systems to build on the good assessments of individuals' achievements to provide a clear picture of the progress of different groups and cohorts during their time in the setting.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers are positive about the school and what it provides for their children. They particularly value that their children enjoy school, are helped to have a healthy lifestyle, and are safe there. There is strong support for the quality of leadership and management. Inspection evidence supports these positive views. Parents and carers' greatest area of concern is the progress their children make. Inspection evidence shows that pupils now make good progress overall, although there remain some inconsistencies, especially in mathematics. Parents and carers are correct that progress for some pupils in the past was too erratic, and some are still making up lost ground from weak progress in the past.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Terrington St Clement Community 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	43	41	49	5	6	1	1
The school keeps my child safe	33	40	46	55	2	2	0	0
My school informs me about my child's progress	21	25	52	63	7	8	3	4
My child is making enough progress at this school	18	22	44	53	12	14	5	6
The teaching is good at this school	21	25	48	58	6	7	0	0
The school helps me to support my child's learning	20	24	47	57	8	10	2	2
The school helps my child to have a healthy lifestyle	17	20	60	72	2	2	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)	13	16	50	60	11	13	0	0
The school meets my child's particular needs	19	23	45	54	11	13	1	1
The school deals effectively with unacceptable behaviour	21	25	48	58	9	11	2	2
The school takes account of my suggestions and concerns	17	20	49	59	8	10	3	4
The school is led and managed effectively	20	24	56	67	3	4	3	4
Overall, I am happy with my child's experience at this school	24	29	48	58	10	12	0	0

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 2009 to 31 August 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 2009/10 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.



14 March 2011

Dear Pupils,

Inspection of Terrington St Clement Community School, King's Lynn, PE34 4LZ

Thank you very much for your warm welcome when we visited your school. We were please to see that your behaviour is good and that you all get on well together. You told us that you feel safe there and enjoy learning, and we could see that this is right.

Your school has improved a lot since the last inspection and now gives you a good education. You are making good progress because the teachers are good at helping you to learn. You are getting to the standards expected by the time you leave Year 6. However, you do not do as well in mathematics as in English, so we have asked the school to concentrate on helping you to do better in this subject.

The school does an excellent job in looking after you and keeping you safe. Adults keep a careful eye on everyone to make sure that, if anyone needs extra help or care, it is provided. You make a very good contribution to this yourselves by the way you help to look after each other. We were also very impressed by the way you use the 'learning journeys' to decide which work to start on, and how hard you work to reach the next levels. You get lots of interesting things to do, and I know that you enjoy learning about different people around the world. You have not had many chances to meet the wide range of people from different communities in this country, so we have asked the school to make this a priority for improvement.

The adults are good at organising the school and are keen to make it better. You can help by keeping up your hard work and good behaviour, especially in mathematics.

Yours sincerely

Steven Hill

Lead inspector

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