

# Two Village Church of England Voluntary Controlled Primary School

Mayes Lane, Ramsey, Harwich, CO12 5EL

**Inspection dates** 5–6 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- While the progress pupils make in Key Stages 1 and 2 is in line with national rates, it is not always rapid enough. This is particularly the case for higher-attaining pupils.
- Teaching across the school is inconsistent and not enough of it is good. Teachers sometimes plan tasks that are not sufficiently challenging.
- Pupils do not always have sufficient opportunities to think for themselves and respond to teachers' comments.
- The headteacher has a clear vision for the school. Appropriate actions are in place to improve pupils' progress, but they are not totally effective because leaders do not take enough account of the progress pupils make when they check the quality of teaching.
- Governors receive information about pupils' attainment from the headteacher. However, this is insufficient to enable them to ask why progress is not better than expected.

### The school has the following strengths

- Pupils' progress in reading is improving in Key Stage 1. This is because letters and sounds sessions (phonics) are well structured.
- Pupils behave well around the school and in lessons. They listen attentively in class and try to do their best.
- Pupils enjoy their lessons. The topics and themes they cover inspire them to write more imaginatively.
- The school takes good care of its pupils. They feel safe, welcomed and valued.
- The school works well in partnership with parents, carers and the local community. This is helping pupils to achieve more successfully.

## Information about this inspection

- Inspectors observed substantial parts of 12 lessons of which four were jointly observed by the headteacher. Additional shorter visits were made to lessons to observe reading sessions and to see how individual pupils and small groups are supported with their learning.
- Meetings were held with staff, two groups of pupils and the Chair of the Governing Body. A representative from the local authority was spoken to by phone. Inspectors spent additional time talking informally to pupils and teachers about their lessons.
- A number of pupils from Year 1 and Year 2 read to inspectors.
- Examples of pupils' work in their books, on public and in classroom displays were examined.
- A visit was made to the school's 'Garden of Curiosity' to investigate learning in an outdoor environment.
- Inspectors looked at a range of school documentation. This included data on pupils' progress and records relating to behaviour, attendance and safeguarding arrangements.
- Inspectors took account of the views of 54 parents and carers from both the on-line questionnaire (Parent View) and other correspondence received during the inspection.
- The views of the 14 staff members who completed the voluntary staff questionnaire were also considered.

## Inspection team

Judith O'Hare, Lead inspector

Additional Inspector

Kanwaljit Singh

Additional Inspector

## Full report

### Information about this school

- Two Village is a smaller than average sized primary school. There is one class in each year group from Reception through to Year 6.
- Virtually all the pupils are White British. None speak English as an additional language.
- A slightly below average proportion of pupils is known to be eligible for additional funding through the pupil premium although this number is rising. This funding is provided to support the learning of pupils who are known to be entitled to free school meals or who are in the care of the local authority.
- The proportion of disabled pupils and pupils who have special educational needs (supported at school action) is above that which is found nationally. The proportion of pupils supported at school action plus or with a statement is slightly below national averages.
- There is a breakfast club on site, which is managed by the governing body. The school does not educate pupils on any other sites.
- The school meets the government's minimum expectations for attainment and progress (floor standards).

### What does the school need to do to improve further?

- Improve the proportion of good teaching by making sure that:
  - in all lessons teachers expect more of pupils so that they make rapid progress, especially higher attaining pupils
  - all teachers check how well pupils are understanding the activity, to ensure that all lessons proceed at a good pace.
- Raise standards and improve pupils' progress, especially in writing by:
  - giving pupils more opportunities to discuss and respond to questions, in order to improve their thinking
  - ensuring that, when teachers mark pupils' work, they give advice as to how pupils might improve
  - checking to see that pupils act on advice given in the marking.
- Strengthen leadership and management by:
  - equipping all members of the senior management team with the skills they need to check rigorously on the quality of teaching and learning
  - making sure that teaching is judged according to its effect on pupils' progress
  - establishing a clearer link between teachers' pay and the progress their pupils make
  - ensuring that governors receive clearer information that enables them to challenge leaders about the school's performance.

## Inspection judgements

### The achievement of pupils requires improvement

- Children enter the school with skills which are broadly as expected for their age. In the Reception class most make good progress. This is because the activities they are given are well designed and help them to develop their independence.
- Results in the most recent Year 6 national tests showed that pupils made expected progress from their starting points. Standards were in line with national expectations for English and mathematics, but too few pupils reached the higher levels.
- Pupils across the school are achieving standards in reading, writing and mathematics which are broadly average. However, pupils make uneven progress as they move through the school, especially in writing. Teachers do not consistently set work at the right level for all pupils, especially for higher-attaining pupils.
- The teaching of reading has improved. Pupils' understanding of the sounds that letters make is good.
- Disabled pupils and those who have special educational needs now make more rapid progress. This is because the work they are given is appropriately challenging and the targeted support they receive in lessons and in small-group work is helping them to develop their key skills.
- Pupils who are supported by the pupil premium now make comparable progress to that of their peers, so that the gaps in attainment between them and other pupils are closing. This is because the funding is spent on tailored support in catch-up classes and one-to-one tuition.

### The quality of teaching requires improvement

- There are differences in the quality of teaching both across the school and in the different subjects taught. Sometimes the tasks pupils are set are not sufficiently demanding and there are too few opportunities for them to think things through and find a solution for themselves. This is particularly the case for higher-attaining pupils.
- Disabled pupils and those with special educational needs receive good support in lessons. Sometimes they work in small groups with teaching assistants to ensure they complete their work successfully and this helps them to make similar progress to that of all other pupils.
- Teachers have good subject knowledge and know their pupils well. Relationships are positive and pupils interact well with each other and with the adults who teach them.
- Additional adults provide good support for pupils who are struggling. This means that lower-attaining pupils are making better progress and gaps in their performance are narrowing.
- In some lessons, teachers spend too much time explaining tasks and do not provide sufficient opportunities for pupils to respond to questions. This limits opportunities for pupils who understand what is required to get on with their work and reduces the amount of time available for them to practise the skills they need independently.

- Pupils enjoy their learning and are stimulated by projects such as life in Victorian times. This allowed Year 4 pupils to learn about illnesses in Britain and different parts of the worlds.
- Teaching is most effective where the teacher makes it clear what pupils are expected to do. This was evident in a science lesson where, once pupils had measured and recorded the acid content of different drinks, they were encouraged to consider the possible impact this has on tooth decay. Higher-attaining pupils then looked at the pH values (measures of acidity) of fruit and drew their own conclusions from the data available.
- Where teaching is less effective, pupils remain passive. Occasionally, they follow their teacher's instructions, complete the tasks they have been set but then stop since they are unclear about what to do next.
- Teachers do not always check that pupils have understood the learning before moving on to the next part of the lesson. When this happens, pupils' progress is slows a little.
- The quality of teachers' marking varies throughout the school. Some of this is good and gives pupils a clear idea about how to improve their work. However, some marking still requires improvement. There is a need for greater consistency, to ensure that all comments made are clear and that pupils have responded appropriately to the advice they have been given.
- In the Reception class children make good progress. This is because they have good opportunities to work with adults and resources are used effectively.

### **The behaviour and safety of pupils are good**

- Two Village Primary is a happy and caring community. There is a clear behaviour code which is well understood and observed by all.
- Pupils, parents and carers, and the teaching staff all speak positively about good relationships and attitudes in lessons and around the school.
- All safety issues are addressed appropriately and effectively. Safe behaviour is promoted well, for example, in a science lesson, when pupils were conducting experiments and using specialist equipment.
- Pupils are at all times polite and respectful. This positive behaviour was consistent throughout the inspection, both in lessons and in the outdoor areas around the school. School records confirm that this good behaviour is typical.
- In class pupils listen attentively. They work harmoniously and well together and with the adults who support them. They are keen to learn and enjoy their lessons.
- Pupils say they feel safe in school. They understand the different sorts of bullying, including cyber-bullying but say this never happens. They are confident should any bullying occur there is always someone to talk to. One pupil said, 'I like my school. Everyone respects you.'
- Pupils enjoy the opportunities they are given to take on roles and responsibilities. They speak

with pride about their membership of the school council and opportunities to act as 'friendship buddies' in the playground.

- Attendance and punctuality are good. The school is effective in following up any issues or concerns.
- The breakfast club is well supported. This morning activity provides a good opportunity for social interaction and creates a positive start to the school day.

### **The leadership and management requires improvement**

- The school has been successful in addressing issues from the previous inspection. Clear policies and processes have been introduced to build on current strengths and to address areas of weakness. Staff morale is high and all are proud to be associated with the school. However, self-evaluation is over-generous because it does not focus sufficiently on the progress that pupils make.
- The leadership of teaching requires improvement. When leaders check its quality, they do not pay enough attention to how much progress pupils are making in the lesson. As a result, though there have been some improvements in the quality of teaching, it is not having the effect on learning which is needed for pupils to make good progress.
- Good electronic systems are used to keep an eye on pupils' progress and identify where extra help is needed. This is effective for lower-attaining pupils but is not as successful for the more-able. The school does not always make a clear link between teachers' pay and the progress their pupils achieve.
- Pupils benefit from the school's topic approach to learning. One such example of this can be seen in the stunning 'garden of creativity' project. This unique outdoor learning space supports learning very well.
- Pupils' behaviour and safety are given a high priority. The school ensures all pupils are treated equally and that discrimination is not tolerated. Relations with parents and carers and with other agencies are good. All safeguarding requirements are met.
- The school has been highly successful in developing partnerships with the local community. This is greatly enhancing pupils' opportunities to engage in learning activities beyond the classroom.
- There is a strong school council which has been effective in promoting change in the school and in supporting local charities and wider school partnerships, such as the link with a school in Africa.
- The local authority has an accurate view of the school's performance. It previously gave good support but this is now less regular.
- **The governance of the school:**
  - Governors are diligent in the way they perform their legal duties including the safe recruiting and vetting of staff. Although they know the school well, they have not received sufficient training in how to evaluate information and data about pupils' progress for themselves. They rely too heavily on the information supplied to them by the headteacher and thus they are

unable to successfully challenge underperformance of pupils and teachers and bring about a rapid change. Governors know suitably about which teachers have been rewarded for good work and which ones are not working hard enough. There are good procedures in place to ensure finances are used appropriately. The pupil premium funding, for example, has been used to employ additional staffing to support small group work and for one-to-one tuition. This expenditure is contributing to improved performance by disadvantaged pupils and a higher proportion of these pupils now make the expected level of progress, thus beginning to close the gap between these pupils' performance and that of others.

## 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

<b>Unique reference number</b>	132234
<b>Local authority</b>	Essex
<b>Inspection number</b>	402552

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Aspinall
<b>Headteacher</b>	Kay Wills
<b>Date of previous school inspection</b>	03 December 2009
<b>Telephone number</b>	01255 880268
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