

Terrington St Clement Community School

72 Churchgateway, Terrington St Clement, King's Lynn, PE34 4LZ

Inspection dates 2–3 July 2014

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

Summary of key findings for parents and pupils

This is a good school.

- From often low and sometimes very low starting points, pupils achieve well. Children in the Early Years Foundation Stage make rapid progress because provision is good.
- The quality of teaching is good. Teachers successfully build on pupils previous learning to deepen their knowledge and understanding. As a result attainment is rising across the school.
- The good teaching of phonics (the sounds that letters make) ensures that younger pupils get off to a good start with their reading and writing.
- Pupils behave well both in lessons and around the school. They show consistently positive attitudes to their learning.
- Pupils are well cared for and this is acknowledged by parents and pupils, who say they feel very safe in the school.
- Leaders and manager have acted rapidly to reverse a decline in standards. The right actions have been taken to improve teaching quickly and ensure that pupils make good progress. There has been a particularly successful focus on improving provision in the Early Years Foundation Stage and the teaching of reading.
- The headteacher and governors work well together to raise pupil's achievement and improve the quality of teaching. Consequently the school is well placed to improve further.

It is not yet an outstanding school because

- Current work indicates that pupils do not make as much progress in writing as they do in reading and mathematics.
- Some of the classrooms offer limited support for pupils' learning.
- Teaching is not outstanding. Marking does not consistently provide pupils with clear guidance on what they need to do to improve their work.
- There are limited opportunities for teachers to learn from watching others teach.

Information about this inspection

- The inspection team observed 20 lessons. Four of these were joint observations with the headteacher.
- Inspectors talked to a range of pupils about their work and play in school. They also looked at a selection of pupils' work in books across the school. Inspectors listened to pupils read.
- A range of documents was scrutinised. These included: the school's evaluation of its strengths and weaknesses; school improvement plans; local authority reports; records of meetings of the governing body; safeguarding files; data regarding pupils' current progress and information on the management of teachers' performance and of the monitoring of teaching.
- A range of meetings took place. These included with senior leaders, subject leaders, and the leader of the Early Years Foundation Stage and the coordinator of Special Educational Needs. The lead inspector met with the Chair of the Governing Body and two other governors and also with a representative from the local authority.
- Inspectors looked at school displays, the school website and a range of evidence relating to the wider work of the school.
- The inspection team took account of 24 responses to the online questionnaire; Parent View, and the school's own analysis of parental questionnaires. They also spoke informally to a number of parents who were delivering their children to school.
- The views of 42 staff who returned questionnaires were considered.

Inspection team

Joan Beale, Lead inspector	Additional Inspector
John Greevy	Additional Inspector
John Ubsdell	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is above average, as is the proportion supported at school action plus. The proportion of pupils with a statement of special educational needs is high compared with similar schools.
- The proportion of pupils who are known to be eligible for free school meals or in the care of the local authority, for which the school receives additional pupil premium funding, is above average.
- The school has a specialist resource centre which provides for Reception and Key Stage 1 pupils who have speech, language and communication difficulties. This is known as the LIFT (Language Integrated Facility at Terrington.) Pupils are referred to this resource centre from other schools by the Local Authority.
- There has been some disruption to teaching and a number of changes in teaching staff, since the previous inspection.
- In 2013, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Raise the quality of teaching and accelerate pupils' progress to outstanding, especially in writing by making sure that:
 - marking consistently enables pupils to improve their work
 - classroom displays provide more stimuli to assist pupils to achieve at the highest level
 - teachers have more opportunities to learn from outstanding practice in other schools.

Inspection judgements

The achievement of pupils is good

- Many children who start school in the Nursery and a high proportion of those who start in the Reception year have skill levels that are well below those typical for their age, particularly literacy skills. Historically, despite making good progress in the Early Years Foundation Stage, children have entered Year 1 with skill levels still well below those expected for their age.
- Following reorganised provision in the Early Years Foundation Stage, children now make very good progress because of the excellent teaching and support they receive from adults. Consequently the proportion of children reaching expected standards at the end of the Reception year is now well above that seen nationally and children are well prepared for Year 1.
- There has been a sharp focus on improving the teaching of phonics (linking letters with the sounds that they make) and providing additional teaching sessions for individual pupils and small groups of pupils. Results from the screening check in phonics for 2014 are now above the latest national average available. Almost all pupils who did not reach the standard last year have caught up in Year 2.
- Pupils make good progress across the school but attainment overall has historically been below the national average at the end of both Key Stages. Last year attainment at the end of Y6 dipped, especially in English grammar, punctuation and spelling. However, this cohort included a very high number of pupils with special educational needs. Despite these pupils making good progress from their many different starting points, their attainment overall was low.
- Current school data, work scrutiny and discussion with pupils show that attainment in Key Stage 1 is improving sharply. End of year school data show that pupils in all years are making good and sometimes outstanding progress and are on track to attain at least in line with the national for reading, writing and mathematics. This is confirmed by external checks. Improvements in writing are not as strong as those in reading and mathematics.
- Senior leaders and governors ensure that all pupils have an equal opportunity to do as well as they can. The progress of all pupils is tracked rigorously. Individual needs are identified early and well planned activities are provided to meet these.
- Pupils who attend the LIFT resource centre have their needs very well met and make excellent progress.
- The attainment of pupils eligible for additional funding generally lags behind that of other pupils. In 2013, these pupils were nearly a year behind their classmates overall. Many of the pupils in the school in this group have special educational needs. School data show they are making good progress overall from their starting points. The gap in attainment, which narrowed from 2012 to 2013, is narrowing further.

The quality of teaching is good

- There are excellent relationships between all adults and pupils in the classroom. Pupils are therefore keen to learn and do their best to succeed in the work they are given. Pupils say their teachers make learning fun. Work in pupils' books, discussions with pupils and school data provide clear evidence that almost all teaching is good across the school.
- Teachers are well prepared, have good subject knowledge and plan interesting activities that engage pupils, who consequently respond to good questioning, as in a Year 5 and 6 class,

learning about the impact of diet on body functions.

- Teachers explain new ideas well and use a range of appropriate resources including technology to enhance pupils' understanding.
- The teaching of letters and the sounds that they make (phonics) is good. Staff have good phonic knowledge and provide lots of opportunities for pupils to apply their phonic skills in their writing. As a result, pupils' writing is improving, although at a slower rate than other subjects.
- Teaching assistants are well deployed and skilful in supporting the teaching and learning of all pupils, especially disabled pupils and those who have special educational needs.
- In the Early Years Foundation Stage, adults work successfully together to provide stimulating and practical activities across all the areas of learning as well as focused teaching. Children progress rapidly because teachers track them closely and as a result, know children's individual needs very well. More able children were seen writing independently and producing sentences with accurate punctuation, including question marks.
- Teachers mark work regularly. However marking is inconsistent in its use as a tool for pupils to improve, particularly in writing.
- Displays and resources in classrooms do not always support learning well. Some teachers display examples of good work but do not make clear why the work is good or ensure that it is large enough to be seen. Likewise support for pupils' learning in mathematics and, especially, writing is not always large enough to be seen or placed where it can easily be seen. Some classes lack stimulating displays to challenge pupils.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This view is endorsed by records checked, and by pupils themselves and their parents. Pupils are welcoming and friendly; they treat each other well. They have good attitudes towards school which are having a positive impact on their learning.
- The school has an effective system for encouraging pupils to behave well. Pupils say they like the 'Good to be Green' reward system. As a result they behave well in lessons and around the school.
- Pupils are proud of their school and are very polite and courteous to each other and adults. They display excellent manners, for example, whilst eating in the 'Funky Food Hall'.
- Pupils have a clear understanding of different forms of bullying, such as cyber bullying and name calling and say such incidents are very rare in school. If pupils do fall out, or experience unkindness, they know who to go to and are confident that teachers or other staff will help them to resolve it.
- The school's work to keep pupils safe and secure is good. Attendance is above average. Pupils are well cared for within a highly inclusive environment. Pupils say they feel safe in school and parents' views concur. Pupils learn about how to keep themselves safe and recalled lessons on e-safety, visits from the fire brigade and drug and alcohol awareness projects and cycling safety training.

- The breakfast club has provided those pupils who attend with a good start to the day.

The leadership and management are good

- The headteacher, senior leaders, staff and governors have identified appropriate areas for improvement and successfully addressed historic weaknesses. As a result, standards are rapidly improving and the school is well placed to move forward.
- Leaders have ensured that provision and teaching in the Early Years Foundation Stage, including the teaching of phonics, has improved and has led to raised standards with a positive impact on levels of attainment at the end of Key Stage 1.
- The school has an accurate view of its performance and sets ambitious targets for further improvement. All staff with management responsibilities check their areas of responsibility effectively. Through rigorous lesson observations and work scrutiny they have brought about greater consistency in the quality of teaching.
- Leaders use effective systems to check on the quality of teaching and learning. Senior leaders regularly observe learning in lessons and pupils' work. They use assessment data to check pupils' progress and identify where improvements are needed.
- The management of teachers' performance is thorough and has contributed to improvements in the quality of teaching across the school. Decisions regarding pay and progression are dependent upon performance. Training is matched to the school's priorities and its effectiveness is reflected in the improving quality of teaching.
- The subjects taught contribute well to pupils' spiritual, moral, social and cultural development. Specialist areas, for instance, for art and food technology, enhance learning. Learning for more able pupils in upper Key Stage 2 is promoted well through the opportunity to learn Latin, and to take part in sports training sessions at the local high school.
- The school is using the primary sports funding well to support a range of initiatives that are designed to increase pupils' involvement. Staff have also been trained to enable them to teach a broad range of high quality physical education activities. The impact of this is that a high number of pupils have progressed to participation in county level competitions.
- The local authority supports the school well, particularly by checking that the schools' use of data to track pupils' progress is robust.
- **The governance of the school:**
 - Governance is effective. Governors provide an appropriate level of both support and challenge. They ensure that all statutory requirements are met securely, including for the school's safeguarding arrangements and that leaders are held to account for how well pupils are achieving. They ask searching questions to find out how well the school's actions are working to improve pupils' achievement. They are knowledgeable about the systems that are in place to improve teaching and to reward the best practice. Governors understand clearly how good teaching is and how achievement at the school compares to that of other schools. They check how effectively additional funding is spent and hold leaders to account for the impact of expenditure on eligible pupils' performance. They manage the budget carefully to ensure it supports the improvement plan.

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	121022
Local authority	Norfolk
Inspection number	431732

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	319
Appropriate authority	The local authority
Chair	Mark Bobbins
Headteacher	Elizabeth Hackett
Date of previous school inspection	10 March 2011
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