

# Two Village Church of England Voluntary Controlled Primary School

Mayes Lane, Ramsey, Harwich, CO12 5EL

## Inspection dates

3–4 December 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, deputy headteacher and governors have considerably improved the quality of teaching and pupils' progress.
- Governors are well informed and challenge the school to continue to improve its performance.
- The children in the early years make a good start through interesting activities that help them to learn effectively, both in the classroom and outdoors.
- Pupils make good progress in reading and writing. As a result, standards at the end of Year 6 have risen.
- The pupils' good behaviour and positive attitudes to learning ensure that they can concentrate on their work and make good progress in lessons.
- The pupils say they feel safe at school. Those parents who responded to the online questionnaire agree with them.
- The teachers plan activities that make use of a broad range of resources to motivate and engage the pupils.
- Attractive displays of pupils' work in classrooms and corridors create interesting and stimulating places for pupils to work in.

### It is not yet an outstanding school because

- Pupils' progress in mathematics, although good, is not quite as fast as it is in reading and writing. This is because occasionally some pupils are moved on to harder calculations before mastering some of the knowledge and the skills they need.
- Marking in mathematics does not always identify where pupils need more practice, in order to deepen their understanding.
- Not all pupils have developed a fluent style of handwriting and a few do not present their work as neatly as they could.

## Information about this inspection

- The inspectors observed teaching in all seven classes. They were accompanied by the headteacher to seven lessons. The inspectors examined pupils' work, spoke with them in lessons and heard some pupils in Years 1 and 2 read. Inspectors also visited the playground and talked to pupils to gain their views.
- The inspectors reviewed a range of documents, including the school's plans for improvement and policies about keeping pupils safe. They also examined a range of data about pupils' progress.
- The inspectors held discussions with teachers, the headteacher, the deputy headteacher, eight members of the governing body, and a local authority officer.
- The views of 32 parents from the Parent View website were analysed. The views of parents who spoke with and wrote to inspectors during the inspection were also considered.
- The views of teaching and non-teaching staff were analysed through 23 returned questionnaires.

## Inspection team

Christopher Parker, Lead inspector

Additional Inspector

Cynthia Ashford

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The children in the early years attend the Reception class full-time.
- Most pupils are of White British heritage. Very few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs, at 15%, is broadly average.
- A quarter of the pupils are supported by the pupil premium (additional government funding to give extra support to those pupils known to be eligible for free school meals and to children in care). This is close to the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There have been many changes to the teaching staff since the last inspection. A new deputy headteacher took up the post in January 2014 and a new mathematics leader joined the school in September 2014.

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

- Increase the proportion of pupils making better than expected progress in mathematics by ensuring that:
  - all pupils master the skills and knowledge that they need before they are moved on to more demanding work
  - marking in all year groups identifies clearly when pupils need more practice in order to gain a deeper understanding.
- Ensure that all pupils develop a fluent style of handwriting and present their work to a high standard.

## Inspection judgements

### The leadership and management are good

- The headteacher, deputy headteacher and governors have taken the necessary steps to bring about improvement since the last inspection. As a result, teaching has improved, pupils' progress has accelerated, particularly in writing, and leaders are more rigorous in checking the quality of teaching and learning.
- The headteacher has created a culture within which high standards of behaviour are the norm. Pupils are able to concentrate on their work without interruption. Attractive displays in the classrooms and corridors reflect the encouragement being given to pupils to produce work of a good standard, although not all pupils are yet reaching the higher expectations of presentation and handwriting placed upon them.
- The headteacher, deputy headteacher and some of the teachers who lead subjects frequently check the quality of teaching. The checks they make, through visits to classrooms and by checking the quality of pupils' work, are well focused on the impact of teaching on pupils' progress. Teachers are held to account for the progress of pupils in their class. Collectively, senior and subject leaders lead teaching effectively.
- Pupils' progress is very closely monitored. The deputy headteacher carries out extensive analyses of the progress made by all groups of pupils. She has also introduced a new system of assessing pupils' progress that takes full account of recent changes to the national curriculum.
- The school improvement plan sets out leaders' and governors' priorities very clearly. It highlights those responsible, allocates resources and indicates the criteria against which success will be evaluated. The plan is based on an accurate evaluation of what the school needs to do next to continue to improve.
- Pupils' spiritual, moral, social, and cultural development is promoted very well through the curriculum. Music and physical education are given an appropriately high profile. The subjects that the pupils are taught provide them with interesting opportunities to learn and make good progress.
- Pupils enjoy extra responsibilities. The school council is democratically elected. At the most recent meeting of the school council, a parish councillor talked about the similarities in their roles in representing the views of others. Pupils show respect for others and develop an understanding of other cultures and faiths, particularly through religious education. They are well prepared for later life.
- Equality of opportunity is taken very seriously, and leaders are acutely aware of their responsibility to ensure that all pupils are given every chance to make good progress. They ensure that there is no discrimination within the school. Safeguarding arrangements are effective and meet statutory requirements.
- Pupil premium funds are being used effectively. The appointment of the leader of disadvantaged pupils has heightened the focus on closing gaps between these pupils and others in the school. Close monitoring of the impact of additional teaching on the progress made by these pupils shows that this strategy is proving successful.
- Pupils' participation in a wider range of sports has increased as a result of the use of the Primary Physical Education and Sports Premium. Teaching within the school has been supplemented by professional coaching in football, golf and tennis. Pupils' hockey skills are improving as a result of coaching, both in lessons and after school.
- The local authority has kept a close eye on the school's performance. Following a recent visit and review of the information the school collects about pupils' progress, and in the light of improved results in national tests, the local authority has reduced its level of support.

### ■ The governance of the school:

- Governors, by their own admission, have moved from 'accepting' the school's performance to constantly challenging the school to do better. They have improved their overall effectiveness through self-review and training.
- The headteacher provides governors with detailed reports of pupils' progress and the quality of teaching. They now know through their own analysis of performance data how well the school is doing. They highlight areas where performance is not as good as it should be, and allocate resources to bring about improvement.
- Governors set the headteacher targets for improvement, and monitor the performance management arrangements for all teachers. They are fully aware of their responsibilities in tackling underperformance. Pay awards for teachers are linked to improved performance.
- Governors keep a close eye on the school's financial position. They also check to make sure safeguarding arrangements meet requirements.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils, including children in the early years, is good. The pupils have positive attitudes to learning throughout the school. They concentrate and apply themselves to the tasks they are set. Low-level disruption to learning is very rare. The pupils respond quickly and appropriately to instructions from adults.
- Attendance is above average. Pupils are keen to attend, enjoy school and get on very well together. They say that pupils rarely fall out with each other, and that behaviour in the playground is usually very good. They speak warmly of the care that teachers and teaching assistants provide for them.
- Pupils appreciate the environment that the school provides for them. Classroom resources are well organised and easily at hand for the use of pupils, who treat resources and equipment with care. They particularly like the 'Garden of Curiosity' and the events, such as the Festival of Lights, which are held there. Classroom displays provide support and prompts, which pupils use effectively. Their one wish is that the cloakrooms were 'not as squashed!'
- Most pupils take a pride in their work. Most write neatly, but some older pupils do not hold their pencils correctly, which restricts the fluency of their handwriting. The youngest children now take part in 'dough gym' and other activities specifically designed to develop their fine motor skills to support correct pencil grip. A few pupils do not take sufficient care when setting out calculations in mathematics, and this occasionally affects the accuracy of their answers.

### Safety

- The school's work to keep pupils safe and secure is good. Policies and procedures to keep pupils safe are clear and implemented effectively. Thorough checks are carried out on all adults who work with the pupils.
- Pupils say they feel safe at school, and those parents who responded to the online questionnaire agree. Pupils are well versed in how to stay safe when using the internet. They can describe the actions they must take if they have any concerns.
- Pupils say that they have frequently been reminded, in assembly, about the different forms that bullying can take and the harm it can do. They are confident that, should it occur, bullying would be quickly addressed. They say they would have no hesitation in talking to an adult if they felt uncomfortable with the behaviour of another pupil.

## The quality of teaching is good

- Good teaching is fuelling the increase in pupils' progress throughout the school. Disabled pupils and those who have special educational needs, and disadvantaged pupils benefit from good teaching and support, both for individuals and small groups. Teachers with good subject knowledge in music and physical

education, use their expertise to improve pupils' skills throughout the school.

- Writing is well taught. This was observed by inspectors from Year 1, where pupils were learning to sequence events in their writing following a visit to the Garden of Curiosity, to Year 6, where they were developing their skills in writing complex sentences. Pupils make good progress because teachers' explanations are clear and their expectations high. The tasks set for the pupils build successfully on what they are already able to do.
- Reading has a high profile within the school. Pupils are now making good gains in their knowledge of the sounds that letters make, in the early years, and also in Years 1 and 2. This good progress continues in Key Stage 2. For example, pupils in Year 5 make good progress when they examine a piece of text. Working in small groups they generate questions, clarify their understanding of the text, and draw conclusions from what they are reading.
- The pupils' mathematical knowledge is benefiting from many short, rapid-fire activities aimed at helping them to master their basic skills. In many lessons, for example in Year 6, pupils of different abilities are set tasks at an appropriate level to deepen their knowledge and understanding. Occasionally, for example in Year 4, some pupils are presented with calculations before they have a sufficiently deep understanding of the mathematical knowledge they need to complete them.
- Pupils' writing is usually marked with helpful comments and guidance, to which the pupils often respond. Marking in mathematics is not as uniformly good, particularly in identifying any misunderstanding and guiding pupils to tasks that will deepen their understanding.

### The achievement of pupils

is good

- Pupils make good progress in lessons in both Key Stages 1 and 2. This is reflected in the work in their exercise books, and in that which is attractively displayed around the school. However, improvements in pupils' progress over the last year were not fully reflected in the results of national tests in mathematics, at the end of Year 6, in 2014.
- The school records pupils' progress from the early years to Year 6, and analyses it in great detail. The information that the teachers collect shows that over the last year pupils have made faster progress than in the past. In the national test results at the end of Year 6 in reading and writing pupils left the school, on average, one term ahead of pupils nationally.
- Results in mathematics were not as high as in reading and writing. The information which the school collects shows that progress is continuing to increase and is now broadly good. In some classes where progress in mathematics is not as fast as it could be, a range of additional teaching is in place to ensure that pupils continue to make good progress.
- The wide fluctuation in the attainment of disadvantaged pupils, at the end of Year 6, over the last two years reflects the very different make-up of these two small groups of pupils. In 2013, disadvantaged pupils outperformed other pupils in the school. In 2014 the position was reversed. Disadvantaged pupils left the school two terms behind other pupils in the school, in reading. In writing and mathematics, disadvantaged pupils were four terms behind other pupils in the school. Currently, disadvantaged pupils are making good progress, and the school's data show that throughout the school the gap between the attainment of these pupils and others is closing, and in some year groups the gap is narrow and in one case, has indeed already closed.
- Disabled pupils and those who have special educational needs are well supported. Well-organised and carefully planned group and individual teaching ensures that these pupils are making good progress. Before-school activities and exercises for these pupils are helping them to develop the knowledge and skills that they need to enable them to make faster progress.
- The most-able pupils are often set work that makes them think hard, although this is not always the case. Small-group teaching of the oldest pupils in mathematics provides them with demanding tasks which they

particularly enjoy. Occasionally, in whole-class lessons, work is not challenging enough to make sure that the most able make rapid progress.

### **The early years provision is good**

- The school provides children with a good start to their education. Children start school with the skills and abilities that are typical for their age. However, there is some variation from year to year in their early reading and writing skills. Nevertheless, they settle well into the routines of school life. They behave well and share, play and work together harmoniously.
- Children make good progress in activities led by adults and those that they choose themselves. Phonics (the sounds that letters make) is well taught, and more-able children are already reading phrases and writing simple sentences.
- The adults keep comprehensive records of their daily assessments of the children's progress. They also identify what children need to learn next. Learning journals provide a detailed record of the children's progress. These are used effectively to involve parents.
- The leadership and management of the early years is good. The leader promotes good learning, creates a stimulating classroom, and organises a wide range of interesting activities, which make good use of both the indoor and outdoor areas. All this motivates the children well. Good leadership ensures that children are kept safe.

## 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>	442059

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>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Aspinall
<b>Headteacher</b>	Kay Wills
<b>Date of previous school inspection</b>	5 December 2012
<b>Telephone number</b>	01255 880268
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