

Inspection of a good school: Terrington St Clement Community School

72 Churchgate Way, Terrington St Clement, Kings Lynn, Norfolk PE34 4LZ

Inspection dates: 11 and 12 June 2024

Outcome

Terrington St Clement Community School continues to be a good school.

What is it like to attend this school?

Terrington St Clement Community School is a warm and welcoming place where everyone is valued. It is a kind, caring and fun school to attend. Pupils understand the high standards of behaviour the school has set. As a result, pupils behave well in lessons and around the school. The school deals with rare instances of poor behaviour in class quickly and decisively. Pupils know that they are valued. Staff provide high-quality pastoral care. This helps pupils feel safe and happy.

The school sets high expectations for what it wants pupils to achieve in lessons. Pupils are immersed in an exciting curriculum that often considers 'The big questions'. They rise to the challenges set such as when learning about persuasive writing in Year 3 and Year 4.

Pupils play an active part in their school life. Their opinions are sought and valued, for example pupils were consulted about the arrangements for football at breaktime so that all could play. Pupils are keen and proud to take on leadership roles, such as school ambassadors for reading, mathematics, health and sports. This develops their ability to take responsibility and support other pupils. Pupils have access to a wide range of clubs.

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

The school has designed a broad and ambitious curriculum that meets the needs of all pupils. Curriculum documents have clearly identified the key information, vocabulary and skills pupils should learn. The school has carefully considered the order in which pupils should learn this knowledge. This means pupils can use what they already know to help them with new learning. The school has recently focused on how pupils can improve their writing. This work has been effective. However, in some subjects, teachers do not always check what pupils already know in enough detail. Therefore, they do not always know where the gaps in pupils' knowledge are. This means that teaching is not adapted effectively to address these gaps. As a result, pupils' learning in these subjects is not as secure as it needs to be.

As soon as pupils start school, their reading development is a high priority. Frequent training means that staff deliver the adopted phonics programme with precision. Pupils have regular opportunities to practise reading books that contain the sounds they know. Consequently, they quickly learn to read. The school works with staff to identify pupils who are at risk of falling behind. Targeted support helps these pupils keep up. The school library is well resourced. Pupils enjoy reading from the wide range of books and stories available. The library also hosts other activities that stir pupils' interest in books. As a result of this work, many pupils become confident and fluent readers.

In the early years, children benefit from a high-quality and stimulating environment. Carefully selected activities support children's formal learning through play and exploration. This helps children secure their knowledge and skills. Children learn through a focus on reading, stories and communication. They settle quickly and learn new routines. This helps them develop important social skills, like sharing. Children are being prepared well for life in Year 1.

Staff quickly identify the needs of pupils with special educational needs and/or disabilities (SEND). This allows pupils with SEND and their families to access the support they need. Teachers make sure that pupils with SEND are fully included in lessons. Staff are trained effectively to adapt their lessons so that learning is accessible for all. Additional adult support is effective in helping pupils with SEND when they need it.

The school promotes pupils' wider development well. Pupils are learning to recognise and cope with their emotions. This carefully planned curriculum helps pupils learn important knowledge about being a positive citizen. This is supported by educational trips and a range of visitors to the school. Pupils develop an age-appropriate understanding of key ideas, such as tolerance and respect. They are well supported to learn how to stay safe online, deal with bullying and stay healthy.

Governors have a good understanding of what the school does well and what needs to improve. They provide effective challenge and support to leaders. They visit the school frequently and ensure that they fulfil their statutory responsibilities. Staff are proud to work at the school. They value the high priority leaders place on their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teachers do not check what pupils already know in enough depth. This means that staff do not always know where there are gaps in knowledge or misconceptions. As a result, teaching is not adapted to address these gaps and pupils' learning is not secure. The school needs to ensure that staff are trained to use

assessment effectively in all subjects and use these assessments to adapt their teaching accordingly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2018.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121022
Local authority	Norfolk
Inspection number	10323669
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair of governing body	Nic Bouskill
Headteacher	Amanda Conner
Website	www.terringtonstclementschoo.co.uk
Dates of previous inspection	18 and 19 September 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up the post in April 2019.
- The school does not use any alternative providers of education.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and members of staff. He also spoke with a representative of the local authority and met with two governors, including the chair of the governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector met with subject leaders, discussed the

curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector looked at a range of documents, including leaders' priorities for improvement.
- The inspector considered responses to Ofsted Parent View, including free-text responses. He also considered the online staff survey. The inspector also spoke to pupils to obtain their views of the school.

Inspection team

Duncan Ramsey, lead inspector

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024