



Terrington St John Primary School

Inspection Report

Unique Reference Number 120883
Local Authority NORFOLK
Inspection number 291897
Inspection dates 9–10 October 2006
Reporting inspector Kathleen Yates

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

Type of school	Primary	School address	School Road
School category	Community		Terrington St John, Terrington St John
Age range of pupils	4–11		Wisbech, Cambridgeshire PE14 7SG
Gender of pupils	Mixed	Telephone number	01945 880340
Number on roll (school)	83	Fax number	01945 880340
Appropriate authority	The governing body	Chair	Mr Martin Sale
		Headteacher	Mrs Carolyn Howard
Date of previous school inspection	2 July 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small village school, where almost all pupils are of White British background and there are a few children from traveller communities. The proportion of pupils eligible for free school meals is below average. When children join the school their knowledge and skills are below average. The proportion of pupils with learning difficulties is higher than average. The school has recently entered into partnership with two other local primary schools and the newly appointed headteacher leads all three schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school provides its pupils with a satisfactory standard of education and gives satisfactory value for money. In most respects, this judgement matches the school's own view of its effectiveness. This school is undergoing many exciting changes in its first term as a partnership school and has established good links with other organisations to promote the well-being of learners. Most pupils say that they enjoy school, especially the sporting activities. However, despite the school's strenuous efforts, attendance remains below average, but has finally begun to improve this term. Pupils grow into confident young people who make the right choices about living healthy and active lives. They contribute to the school's friendly ethos. The school's links with the local and wider communities prepare pupils satisfactorily for their next schools and their lives as young adults. Teaching, learning and achievement are satisfactory. In the Foundation Stage, standards are close to those expected of five-year-olds. In the 2005 national assessments, standards in Year 2 improved on previous years and were above average. Pupils did particularly well in mathematics, where standards were high but in writing, standards were lower because no pupils attained above average levels. The standards pupils achieved in Year 6 were also much higher than those achieved in the previous two years. They were broadly average in English and mathematics, where their progress was satisfactory. However, standards were below average in science and progress was inadequate. Small numbers of pupils in each year group cause fluctuations in annual test results. Provisional results for 2006 tests indicate there has been a decline in standards in all subjects, most noticeably in writing where pupils did not meet their targets. However, although standards were low, pupils' achievements in 2006 were satisfactory in relation to their starting points and to the learning difficulties faced by many of that year group. Current work shows that most pupils, including those with learning difficulties and children from traveller communities, are making satisfactory progress. The curriculum is satisfactory and extra activities enhance pupils' learning well. Care, guidance and support for pupils' for personal development are satisfactory. However, pupils do not receive sufficient guidance about their academic development because assessment procedures have not been thorough enough. As a result, teachers have not always been able to ensure that all pupils have made the progress of which they are capable. Leaders, managers and governors have not played a sufficiently active role in monitoring and evaluating the school's performance and as a result, improvement since the last inspection has been slow. However, it has gathered pace this term and is now satisfactory, because time is now allocated appropriately for the management of the school and the newly appointed headteacher has quickly developed a very clear view of the way ahead. She has identified causes of the underachievement and has put in place systematic plans that are already having an impact on key areas for improvement. This approach, along with increased opportunities for the professional development for all staff, using the expertise of teachers in the partner schools, gives the school a good capacity for further improvement.

What the school should do to improve further

- Raise standards in science in Years 3 to 6 and in writing throughout the school. - Raise teachers' expectations of pupils' achievements by establishing systematic assessment procedures and by ensuring that they use assessment information effectively to meet pupils' learning needs. - Give senior leaders, subject leaders and the governing body a more prominent role in monitoring standards and quality.

Achievement and standards

Grade: 3

When children start school their skills and knowledge are below average. They make satisfactory progress through the Foundation Stage and many attain the standards normally expected by transfer to Year 1. In 2005, pupils in Year 2 did particularly well in mathematics and reading. They made good progress and attained standards which were above average. Standards in writing were close to average, although no pupils gained the higher Level 3. In Year 6, standards in English and mathematics were broadly average and all pupils attained or exceeded their targets, but in science standards were below average and pupils' achievement and progress were inadequate. However, overall achievement in 2006 was generally satisfactory.

Personal development and well-being

Grade: 3

Pupils' personal development and their spiritual, moral, social and cultural development are satisfactory. Most children enjoy coming to school and settle happily. They willingly carry out duties and are actively involved in the local community. They feel safe and are well cared for. Although the behaviour of a minority of pupils has been a concern, most pupils have a satisfactory understanding of how their behaviour and attitudes affect others. The school has implemented rigorous procedures which are beginning to have a positive impact on levels of attendance. Healthy lifestyles are promoted satisfactorily and pupils understand the need to take regular exercise to stay fit. The school supports many charities and this helps pupils to understand their social responsibilities. The school provides pupils with a satisfactory preparation for the world of work, although, investigative skills and writing skills remain relatively weak.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers and pupils enjoy good relationships, which ensure most pupils display good attitudes to their work. Any incidences of poor behaviour are managed well. Teaching assistants ensure pupils with learning difficulties are well supported. Marking is regular and provides guidance as to how pupils may

improve their work. However, there is a lack of consistency in the assessment and recording of the pupils' progress. This results in planning that does not identify exactly what individual pupils need to learn next and in lessons that do not challenge pupils sufficiently. Consequently, the pace of learning is often slow and activities do not fire pupils' imaginations, which is why pupils' progress is satisfactory, rather than good.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory but the school has not given enough emphasis to developing pupils' basic skills in science and writing. In the Reception class, children have suitable opportunities to cover all the areas of learning but some of the activities planned for them are unexciting. For older pupils, all subjects are allocated a satisfactory amount of time and the school has improved the use that pupils make of information and communication technology to support learning in other subjects. There is a particular focus on physical activities that ensures that pupils are healthy and fit. There is a good range of after-school clubs, which parents appreciate. The clubs involve sport, music and other creative activities. Visits and visitors to the school support pupils' learning, for example about different religions, countries and a range of sports.

Care, guidance and support

Grade: 3

Care, support and guidance given to pupils are satisfactory. Procedures for ensuring pupils' safety and welfare including those for child protection are in place. Pupils feel happy and safe and they are confident about taking any problems to their teachers. They know that any incidents, such as bullying or racism, will be dealt with firmly. Pupils with learning difficulties and disabilities, children from traveller communities and those who are looked after are provided with good support, so that they are fully included in all aspects of the school's work. However, procedures for identifying pupils' learning needs are not rigorous enough. The result is that pupils do not receive clear guidance on how to improve their work or are always provided with sufficient challenge to ensure that they make the best possible progress.

Leadership and management

Grade: 3

Satisfactory improvement has been made since the last inspection. The new headteacher is working diligently to promote teamwork among all staff, the governing body and across the partnership schools. Together they are committed to driving the school forward by raising standards and promoting the personal and academic wellbeing of all pupils. The headteacher has already improved the monitoring of standards and quality and as a result, school self-evaluation presents an accurate picture of strengths and areas for development. However, the role of subject leaders has been underdeveloped and their monitoring has lacked rigour. The result is that pupils' progress has not been tracked sufficiently for staff to identify and help those who fall

behind. Similarly, whilst governors are very supportive, they have not been active enough in challenging the school or in monitoring its progress. This too is changing because the chair of governors and the headteacher have formed a powerful partnership for improvement. Because of the recent changes, the school now provides satisfactory value for money and there is a good capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

11 October 2006 Dear Pupils Terrington St John Primary School, School Road, Terrington St John, Wisbech, Cambridgeshire, PE14 7SG As you know, I came to your school recently to carry out an inspection. This letter is to thank you for helping me with my work and to let you know what I found out about your school. This is what I liked about your school. - You receive a warm welcome from all your teachers so that you are happy in school and enjoy your work. Your parents are very pleased with the changes that are taking place. - The school encourages you to be fit and healthy and you are learning how to stay safe. - You enjoy the many sporting activities you can take part in. - Your new headteacher has brought about many exciting changes through the Partnership of the three schools. This is what I have asked the school to do now. - Help you to improve your work, especially in English and science. - Check more closely on the progress you are making and help you to do better. - Plan lessons which make sure that all of you are doing the best you can. With all my good wishes for your future at Terrington St John School. Mrs Yates (Lead inspector)