

Terrington St Clement Community School

Inspection report

Unique Reference Number	121022
Local Authority	NORFOLK LA
Inspection number	291956
Inspection dates	27–28 June 2007
Reporting inspector	Roger Fry

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 on roll	
School	377
Appropriate authority	The governing body
Chair	Mr Jamie Symington
Headteacher	Miss Elizabeth Hackett
Date of previous school inspection	4 March 2002
School address	72 Churchgate Way Terrington St Clement Kings Lynn Norfolk PE34 4LZ
Telephone number	01553 828348
Fax number	01553 828348

Age group	3-11
Inspection dates	27–28 June 2007
Inspection number	291956

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Terrington St Clement is a large primary school serving the village and surrounding area. Pupils are mostly from White British backgrounds and speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average, although this part of Norfolk is recognised as being an area of rural deprivation. On entry to school, children's knowledge and skills are less well developed than in many schools nationally.

The proportion of pupils with learning difficulties is average within mainstream classes. The school has two extra classes for pupils with learning difficulties and disabilities, drawing pupils with statements of special educational need from a much wider area. The Language Development Class (LDC) is for pupils who are 5 to 7 years old and the Learning Support Class (LSC) is for those aged 7 to 11.

The school is part of the local authority's 'Intensifying Support Programme'.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

The school is not effective because pupils make inadequate progress and their standards of work by the end of Year 6 are significantly lower than in most other schools. The school provides unsatisfactory value for money. In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school has not dealt effectively with low standards and achievement in Key Stage 2. As assessments this year show, there are too few pupils reaching or exceeding the standards that are expected nationally in English, mathematics and science. Standards are low in Year 6, as they were in science and mathematics last year. Teaching is unsatisfactory because it does not ensure that pupils learn well enough to make the sustained progress they need every year in order to achieve all that they should. Pupils' progress in lessons is uneven because teaching varies too much in quality and lessons are too often uninspiring. Work is not always matched closely enough to the pupils' abilities. Teachers have difficulty in accurately assessing pupils' likely results at the end of Year 6. Pupils with learning difficulties in mainstream classes make unsatisfactory progress in Key Stage 2.

The provision in the Foundation Stage is satisfactory and children make steady progress because the classes are lively places to be in. Pupils with learning difficulties and disabilities in the LDC and LSC classes make good progress because their work is well planned and taught. This is a major improvement. Results in Year 2, which were exceptionally low in 2006, have improved and standards are average in reading and below average in writing and mathematics this year. Pupils have made satisfactory progress.

Pupils' personal, social, moral, spiritual and cultural development is satisfactory. The school council has a positive effect on school life and many pupils like the responsibilities they have in class. Pupils have a good understanding of how to lead a healthy life. Behaviour is satisfactory and most pupils make the best of what they are offered. Pupils' attendance has improved and is now slightly above average because the school has successfully reduced unnecessary absences. From day to day, staff care for pupils effectively, but the marking of pupils' work does not always give them clear guidance about how they can improve. Links with the secondary school are satisfactory.

Leadership and management are unsatisfactory. Inspection evidence does not agree with the leadership's view of the school's effectiveness. Although the school knows its strengths and weaknesses, it has not been effective enough in remedying them, such as the inconsistencies in teaching. The school is receiving support from the local authority but the impact so far has been too limited. A different approach to teaching the curriculum for many subjects called 'Exploration and Investigation' has been introduced. There have been some positive benefits, but there is not enough emphasis on science teaching with the result that standards in this important core subject are very low. There has not been enough progress since the last inspection with teachers' planning to meet pupils' full entitlement to the National Curriculum. As a result, the school's capacity to improve is inadequate.

What the school should do to improve further

- Raise pupils' standards of work in English, mathematics and science at Key Stage 2.
- Develop a shared understanding of what good practice in teaching is and ensure through rigorous monitoring and support that good practice is adopted consistently.
- Improve the curriculum so that it covers the whole National Curriculum in sufficient depth and gives greater emphasis to science.

Achievement and standards

Grade: 4

Children in the Nursery and Reception classes reach standards below those expected nationally, but make satisfactory progress from their starting points. The school's measures of pupils' progress in Key Stage 1 show that they are making satisfactory progress this year in English and mathematics. Results in Year 2, which were exceptionally low in 2006, have improved and standards are average in reading and below average in writing and mathematics this year. Pupils with learning difficulties or disabilities who are supported in the LDC and LSC make good progress towards their targets.

In 2002 pupils' standards were judged satisfactory in Year 6. In 2007 they are now slightly below average in English, well below average in mathematics and very low in science. Year 6 pupils exceeded some targets and missed others. The school's results since the last inspection do not show a trend of consistent improvement. Science standards continue to be a major concern. Pupils enter the school with standards below those expected nationally and by the end of Year 6 reach low standards overall. Pupils' achievement is inadequate because many have made too little progress from Year 1 to Year 6.

Personal development and well-being

Grade: 3

The support for vulnerable pupils and those with learning difficulties and disabilities in the LSC and LDC is good. They enjoy school and make good progress socially and in their work. The school council is regarded well by its members and has a positive effect on school life through the gardening project, running the stationery shop and raising funds for charity. Many pupils like responsibilities, for instance as prefects helping younger ones. Pupils have a good awareness of how to lead a healthy life. They understand how to stay safe, for example, through learning how to cycle safely. Most pupils are accommodating of others and are polite, friendly and confident. Pupils' attendance has improved.

Pupils work well in teams on sports day and enjoy the residential trips, such as to Holt Hall to sample a Victorian Christmas. Pupils care for the environment and are incensed if any damage is done to their school. Pupils' knowledge and understanding of key skills in English and more so in mathematics and science is limited in Key Stage 2, a concern confirmed by several parents. Pupils are not prepared well enough for their next schools. The support for pupils with learning difficulties in mainstream classes is less effective and they do not make enough progress in Key Stage 2.

Quality of provision

Teaching and learning

Grade: 4

The teaching does not promote enough effective learning because it is inconsistent. Over time, teaching has not been of high enough quality to increase pupils' rate of progress and raise standards significantly in all subjects by the end of Year 6. Teachers have difficulty accurately assessing pupils' attainment and progress in Key Stage 2.

Pupils in the Foundation Stage learn much from practical activities, such as what a castle is by building one. Pupils in the LSC and LDC are well taught and make good progress with their targets. Pupils' improved results indicate teaching is improving at Key Stage 1.

The use of an interactive whiteboard in a Year 6 mathematics lesson helped pupils to understand what they had to do. Tasks in this lesson were well matched to pupils' abilities and they made good progress. However, too much teaching at Key Stage 2 is uninspiring and pupils make little progress because lessons are uninteresting. Teaching in these lessons does not engage pupils through the use of questioning to check that they understand what they have to do or what pupils have learned by the end of lessons. Work is not planned effectively or matched well to pupils' abilities and they make little progress. Occasionally, pupils' behaviour is poor. For example, in one lesson, pupils could not listen to the teacher or each other because others were talking and pupils' behaviour was not managed well enough.

Curriculum and other activities

Grade: 4

The balance of the curriculum is inadequate. Much lesson time is devoted to 'Exploration and Investigation' lessons, where pupils enquire into topics that combine subjects. This work has made the curriculum more interesting for pupils and their presentation of work has improved. However, there is far too little science teaching. This shortcoming, though known, has not been acted upon quickly enough. Pupils have been taught too little of the science National Curriculum and their knowledge is limited.

Some teachers are inexperienced in cross-subject planning and are having difficulty understanding how it works. Weekly planning for 'Exploration and Investigation' lessons is unsatisfactory. Much work is planned at the same level, and does not take account of pupils' differing abilities. Checks on planning are not robust enough to ensure that the full National Curriculum is taught at sufficient depth.

Pupils in the LSC and LDC join in the curriculum in mainstream classes at appropriate times and integrate well so that they gain a sense of belonging to the school. This is a good improvement since the last inspection. Teachers provide a good range of visits to places in the local area, which broadens pupils' understanding of the world.

Care, guidance and support

Grade: 3

The quality of support for children in the Foundation Stage is good. There are strong relationships between adults and children and a stimulating learning environment, especially in the Nursery. Procedures for checking attendance are satisfactory and an agreed response among local schools to requests for holiday absence is helpful for parents. Pastoral care is good.

Pupils receive effective guidance on matters of personal development, for example about aspects of leading healthy lifestyles. There are robust procedures for eliminating oppressive behaviour and the school follows up any incidents that occur. Consequently, bullying is rare. Procedures to safeguard pupils meet government requirements and so pupils feel safe and cared for.

Members of the school council confirm that the school includes everyone and welcomes pupils from other schools. Links with the secondary school are satisfactory. Pupils in Year 6 enjoy the humanities booklet provided by the secondary school, completing exercises and activities with interest.

The quality of marking of pupils' work is inconsistent. It does not show pupils how they can improve often enough. The outcomes of pupils' individual education plans (IEPs) in mainstream classes are sometimes not recorded at the times intended and pupils' progress is unclear.

Leadership and management

Grade: 4

The school has not demonstrated it can make significant and sustained improvements year on year. The leadership has been unable to reach a common sense of purpose amongst all staff. Hence, there remain issues that have not been resolved since the last inspection in 2002. There are still inconsistencies in teaching and the curriculum. Teaching, for example, ranges from outstanding to unsatisfactory and science standards have not improved.

Governance is inadequate and the local authority recently established a 'Project Board' to improve the challenge and support offered to the school. The leadership team, with the local authority, has put the 'Intensifying Support Programme' in place with the aim of increasing the rate of pupils' progress. Subject leaders are more involved in the development of the school. Aspects of the work to improve mathematics are good and results this year in Year 6 are higher. However, in spite of these efforts, the leadership has had too little effect on improving pupils' standards and progress at Key Stage 2.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

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	2
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?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	4
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

29 June 2007

Dear Pupils

Inspection of Terrington St Clement Community Primary School, King's Lynn, Norfolk, PE34 4LZ

Thank you for all your help during our inspection of your school. This letter is to let you know what we found out about your school.

- Those of you in the Language Development Class and the Learning Support Class are making good progress.
- The Nursery and Reception classes are lively places in which to learn.
- You have a good understanding of what a healthy lifestyle means.
- You enjoy school because teachers and other adults care for you.
- Many of you work hard and get on well with one another.
- Those of you on the School Council do a good job.

However, there are important things that need to improve.

- The standards of your work in English, mathematics and science need to rise.
- We have asked your teachers to help you to improve your progress by sharing good ideas about lessons more often.
- We have also asked your teachers to make sure you are taught all subjects of the National Curriculum for the right amount of time, including science.

To make absolutely sure this will happen, we have asked that your school should be given extra help. This means that other inspectors will come back in a few months time to see how well you are doing. You can play your part by ensuring that you continue to attend well and work hard.

We greatly appreciated your friendliness and helpfulness.

Roger Fry

Lead Inspector