

19 June 2008

Miss E Hackett
Headteacher
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Terrington St Clement
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Dear Miss Hackett

**SPECIAL MEASURES: MONITORING INSPECTION OF TERRINGTON ST
CLEMENT COMMUNITY SCHOOL**

Following my visit with Martin Newell and George Derby, Additional Inspectors, to your school on 17-18 June, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in June 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – *satisfactory*

Progress since previous monitoring inspection – *satisfactory*

Newly qualified teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Norfolk.

Yours sincerely

Martin Cragg
H M Inspector

SPECIAL MEASURES: MONITORING OF TERRINGTON ST CLEMENT COMMUNITY SCHOOL

Report from the second monitoring inspection: 17-18 June 2008

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, key staff, groups of pupils, the chair of governors and representatives from the local authority (LA).

Context

Since the last monitoring visit three teachers have left the school, including the deputy headteacher. Interim arrangements are in place to cover classes pending permanent appointments. A second assistant headteacher has been appointed temporarily and the school's senior leadership team has been re-structured.

Achievement and standards

In National Curriculum tests last year, Year 6 pupils reached standards which were well below average overall and low in science. They made inadequate progress from their starting points. In response, the school identified key areas of weakness, used its assessment information to identify pupils who required additional help and ensured that sufficient time was allocated to the teaching of science and revision of key topics. The school's assessment information for the current Year 6 pupils indicates that they are likely to achieve results in science and mathematics which are closer to the national average. This is an improvement on last year. However, although their performance in reading is similar to that of pupils in 2007, their writing remains a greater concern. In consequence, results in English may not reach the standard achieved last year.

The school's assessment information for other classes shows mixed rates of progress. Generally, Years 1, 2 and 5 have made progress that is at least in line with national expectations. However, in Years 3 and 4, pupils' progress is mixed. Pupils' progress in science has been at least in line with and often above that expected. In some classes, progress in writing and mathematics is above that expected but in others too many pupils have not made enough progress and they remain well below national expectations. In these classes, pupils still have gaps in their knowledge, understanding and key basic skills which slow their progress. Pupils in the Key Stage 2 learning support class make good progress from their starting points. They are well taught with clear expectations and effective practical tasks. They respond enthusiastically. In other classes, pupils with learning difficulties are usually well-supported by teaching assistants and most make satisfactory progress.

In the twenty lessons observed during this visit, pupils made generally satisfactory progress. However, although they usually followed teachers' explanations and worked constructively in pairs, they often struggled when asked to complete tasks independently, relying too much on assistance from teachers or teaching assistants.

Progress on the areas for improvement identified by the inspection in June 2007:

- raise pupils' standards of work in English, mathematics and science at Key Stage 2 – *satisfactory*

Personal development and well-being

Pupils' behaviour in class and around the school is good. Many pupils are enthusiastic learners who want to do well. Relationships between pupils and with adults are strong. Pupils' interest and enjoyment of learning is at its best when teaching is challenging and captures their imagination but the majority of pupils are not yet confident, independent learners. Pupils particularly enjoy the increased opportunities to learn through more practical and investigative activities. Pupils are aware of what is needed to keep fit, safe and healthy. Effective steps have been taken to increase the range of opportunities for pupils to make a telling contribution to the school and wider community. Attendance is above the national average but still below the school's very challenging target.

Quality of provision

The school has set challenging targets for most teaching to be good or better. These targets have not yet been reached but the proportion of good teaching continues to improve. Around half of the lessons observed on this visit were judged to be good. No teaching was inadequate, meeting the action point set after the last monitoring visit in January. Staff demonstrate a readiness to act on support and guidance, and this is beginning to secure improvement in teaching. Planning is good because it clearly identifies learning objectives and activities which are matched to the differing abilities of the pupils. However, the success criteria by which learning will be assessed do not always indicate what pupils of differing ability need to do to achieve their objectives.

Across the school, the support provided by teaching assistants is often good and, together with the strong relationships between pupils and teachers, provides a positive environment for learning. The strongest teaching has pace and challenge which catch the interest of the pupils. Teachers break down learning effectively into 'bite-size' chunks and check pupils' understanding, both during and at the end of the lesson. This good practice is not yet consistent in enough classes. When teaching is satisfactory, it is often because of gaps in teachers' subject knowledge, a lack of pace in the lesson or teachers' introduction not being sufficiently clear.

The marking of pupils' work continues to improve, although there is still too much variation in quality. At its best, teachers provide pupils with clear and concise pointers for improvement. Good systems are in place for assessing and tracking pupils' progress and the information is used effectively to set challenging targets. The information is also used as a tool to hold teachers accountable for the progress of the pupils in their class. Pupils' knowledge of their targets is secure and the school is increasingly making pupils aware of what is needed to move from one level to the

next. This is currently better in some subjects than others. The involvement of pupils in setting and reviewing their own targets is at an early stage of development.

The school has continued to develop and monitor its curriculum planning since the last visit. Pupils gain great enjoyment from the practical work they undertake and, as a consequence, most concentrate and contribute well to lessons. There is now a clearer understanding among staff of subjects which are planned and taught separately, such as English, mathematics, science and information and communication technology (ICT) and what is integrated through the Exploration and Investigation programme, including geography, history and art. This has had the effect of improving the range of what is taught in science and ICT and has, therefore, improved pupils' standards and progress. Staff subject knowledge in these areas has also increased, although aspects of ICT, such as databases and spreadsheets, are not always fully tackled. In some classes, personal, social and health education and citizenship are not yet fully represented, although the school has suitable plans to resolve this.

Curriculum planning is generally sound and has improved over time, although some teachers still plan from broad topic headings. Where this happens, senior leaders monitor the lesson planning to ensure the breadth and adequacy of the National Curriculum programmes, and although they do this well, it means extra work for them. Inspectors' analysis of teachers' planning and pupils' work shows occasional gaps in recorded work and subjects not fully taught at times. From September all staff will be expected to undertake full medium term planning for all subjects.

The amount of time allocated to science has increased and is now adequate. A specific longer science lesson concentrates on practical work and is clearly helping to develop pupils' understanding of scientific investigation and enquiry from a very low base. However, in some classes there is a lack of depth to the work, reflecting the need to improve pupils' knowledge and understanding by catching up on topics which should have been taught previously. Staff have now rewritten science planning so that from September 2008, the range and depth of activity is greater across the school.

Pupils are generally cared for well and there are good relationships between staff and pupils. There are good examples of individual support so that pupils can access lessons in the mainstream classes with some very good examples where pupils need specialist support in writing. However, in some classes pupils with complex needs do not always have enough support or planning which focuses on their specific needs to include them sufficiently in lessons.

Progress on the areas for improvement identified by the inspection in June 2007:

- develop a shared understanding of what good practice in teaching is and ensure, through rigorous monitoring and support, that good practice is adopted consistently – *satisfactory*
- improve the curriculum so that it covers the whole National Curriculum in sufficient depth and gives greater emphasis to science – *satisfactory*

Leadership and management

The senior team are newly constituted with the departure of the deputy headteacher and recent appointment of an acting assistant headteacher. The team has complementary skills and they have reviewed and reallocated their responsibilities. They work together well, with energy and commitment. They set a clear direction for the school and have responded strongly to the key issues raised in the last inspection. The school's action plan is detailed and well focused. The staff have taken on the Intensifying Support Programme (ISP) to set targets for pupils and track their progress, benefiting from good support by the local authority. Increasingly, teachers' assessment is more accurate and their planning is better matched to pupils' needs.

The headteacher has continued to take a direct approach to resolve staffing difficulties, again using local authority support effectively. With the assistant headteachers, she has provided detailed support to staff taking over classes part way through the year. The majority of staff show a willingness to accept advice and to take on new approaches to planning, teaching and assessing pupils. Morale is good.

There is a very detailed schedule for the monitoring of provision. The headteacher carries out rigorous and very regular observation of lessons, focusing on key areas for development. She provides thorough feedback to teachers. Her judgements are confirmed in joint observations with local authority staff. This close monitoring of performance has led to improvements in teaching since the last monitoring visit. The assistant headteachers also undertake thorough review of teachers' planning and curriculum coverage. Subject leaders are beginning to contribute through evaluation of pupils' work, teachers' planning and marking. However, they have not yet been extensively involved in the monitoring of teaching. The headteacher acknowledges that there are still adjustments to be made to the leadership of Key Stages, year groups and subjects and that the role of these leaders requires further development.

Senior staff and governors have a clear understanding of the school's strengths and weaknesses. Governors increasingly receive detailed analysis of pupils' progress and action taken to address issues. The format used allows them to review progress over time and to track the action taken by staff. With the help of the additional LA governor, governors are reviewing the structure of committees to link them to the roles and accountabilities of senior staff. They also understand more clearly what questions they need to ask to assure themselves of the school's improvement.

The leadership and management of the school continue to improve and develop. However, many of the staff with key responsibilities are relatively new to their roles. Monitoring and evaluation is better established amongst the senior team and other staff have not yet had full responsibility for reviewing provision in their area and are yet to make an impact on pupils' achievement. Nevertheless, the school's capacity to improve is strengthening.

External support

The local authority continues to provide valuable support to the school in tackling its action points from the last inspection. There has been good support for the

implementation of ISP and tracking of pupils' progress. The additional governor has helped the governing body to develop their procedures for judging the school's progress. Other local authority staff have provided important training and advice. There are developing links with a partner school, involving teachers in reciprocal visits.

Priorities for further improvement

- Ensure that the success criteria used in teachers' planning enable pupils of different capabilities to understand what they need to do to achieve their objectives.
- Improve teachers' review of learning with pupils during and at the end of lessons.