

# Terrington St Clement Community School

## Inspection report

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<b>Unique Reference Number</b>	121022
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	332314
<b>Inspection dates</b>	10–11 February 2009
<b>Reporting inspector</b>	Paul Brooker HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	333
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Jamie Symington
<b>Headteacher</b>	Miss Elizabeth Hackett
<b>Date of previous school inspection</b>	27 June 2007
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	72 Churchgate Way Terrington St Clement Kings Lynn Norfolk

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<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 February 2009
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**Telephone number**  
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## Introduction

The inspection was carried out by one HMI and two Additional Inspectors.

## Description of the school

The school draws its pupils from the village of Terrington St Clement and the surrounding rural area. Although the number on roll has declined since the last inspection, the school is larger than average. Almost all pupils are from White British background. The proportion of pupils eligible for free school meals is below the national average. The school has a specialist language and learning unit for pupils with learning difficulties and/or disabilities, so the proportion of pupils with special educational needs, including those with a statement of special educational need, is well above the national figure.

When the school was last inspected it was judged to require special measures. Since that time there have been a number of staffing changes. Two new classrooms have also been built.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The school's overall effectiveness is satisfactory and improving, and there are a number of good features. Since the last inspection, the school has strengthened all aspects of its provision and has improved the outcome for pupils, both in terms of their standards and personal development.

At the time of the last inspection, standards were too low and there was significant underachievement, linked with weaknesses in teaching and the curriculum. Improvements in provision have accelerated the progress of pupils across all year groups. Standards are rising and are broadly average in Year 6. However, it has taken time to redress the legacy of some weak teaching, and the standard of some pupils' work, particularly in writing, is below the levels expected for their age.

Robust action has been taken to remedy the weaknesses in teaching. The quality of teaching has improved and has notable strengths, including some outstanding elements. Children get off to a solid start in the Early Years Foundation Stage, where learning is purposeful and enjoyable. Nonetheless, the school recognises that the proportion of good and outstanding teaching needs to increase in order to further raise standards and make up for some previously uneven progress. The curriculum meets the needs of the pupils, and does so particularly well in the language and learning unit. However, the development of a wider curriculum, including opportunities for pupils' cultural enrichment, is at an early stage.

The school provides good care, guidance and support for all its pupils and is rightly proud of its strongly inclusive ethos. The pupils' positive attitudes are reflected in their good attendance, their high standard of behaviour and their enjoyment of school. Pupils' personal development and well-being are good, although their contribution to the wider community is not well developed.

The school's rapid improvement has been driven by the headteacher's relentless emphasis on improving pupils' learning, and has been effectively guided and supported by the local authority. Leadership and management, including governance, have been transformed since the last inspection and are good. Uncompromising but supportive leadership has galvanised staff and underpinned the school's development. Leadership and management are developing well at all levels, although the impact of subject leaders on strengthening the wider curriculum is at an early stage. School self-evaluation is honest and accurate and demonstrates a good capacity for sustained improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Children enter the Nursery class with skills and knowledge broadly similar to those expected for the age. By the end of the Reception class the vast majority are working at the levels expected for their age. Children's achievement is satisfactory. Sound leadership and management and effective team work are the main factors in the success of the Early Years Foundation Stage. Induction procedures are good. As a result, relationships between adults and children are positive. Children settle quickly and develop a good attitude to learning. They want to please their teachers and respond enthusiastically in lessons. Their behaviour is good.

The Early Years Foundation Stage curriculum is well planned and teaching strikes a good balance between tasks that are led by adults and those children choose for themselves. Good use is made of the Nursery outdoor area, although the school is aware of the limitations posed by the restricted access from the Reception class to this outdoor area. The children's progress is carefully monitored and individual profiles give a clear picture of the levels at which each child is performing.

### **What the school should do to improve further**

- Raise standards, especially in writing, at both Key Stage 1 and Key Stage 2 by addressing any areas of underachievement and increasing the proportion of good and outstanding teaching across the school.
- Develop the role of subject leaders in evaluating and guiding improvement in teaching and the curriculum.
- Give pupils more opportunity to develop their cultural knowledge and understanding, particularly of backgrounds different from their own, and to contribute more broadly to the school and its wider community.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Standards are rising and are broadly in line with those seen nationally. However, results in the most recent end-of-key stage national tests and assessments in 2008 were below average in two significant respects: pupils did not gain any of the higher levels of attainment, and standards in writing were low. The school has worked hard to address these weaknesses, and ensures that pupils of all ability make at least satisfactory progress. Effective procedures are in place for assessing pupil performance, identifying underachievement and intervening to support any individuals in danger of falling behind. Recent assessments demonstrate that a significant number of pupils are making accelerated progress in the core subjects of English, mathematics and science. Effective target-setting has done much to raise expectations about what pupils can achieve.

## **Personal development and well-being**

### **Grade: 2**

Pupils behave well, enjoy school and develop the personal qualities and skills that will stand them in good stead for the next stage of their education and for later life. Their attendance is above average. They speak highly of their teachers and their friends. One said, 'teachers are good and you make lots of friends.' Others agreed.

Since the last inspection steps have been taken to engage the pupils more actively, so that they develop greater independence, have a good understanding the importance of taking part in physical activities and eating healthily, and know how to stay safe. Pupils are keen to take part in after-school sports and other activities and are happy to take responsibility and participate in the school community through initiatives such as the school council and acting as playground police. Their contribution to the local community is rather limited but they do raise funds for national and international charities. Pupils' spiritual, moral, and social

development is good. Cultural development is satisfactory, but the majority of pupils have only limited understanding of other faiths and cultures.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory but varies widely, with elements that are outstandingly good and other lessons that are rather pedestrian. In all classes there are very good relationships between children and adults, and a positive climate for learning. Lessons are planned in detail, with suitable emphasis on what different pupils can be expected to learn and good use of information and communication technology (ICT) to structure the lesson and review the pupils' work and progress. Pupils are given lots of opportunities to work actively and independently, and to take responsibility for their work and progress.

The best lessons are based on detailed planning and very high expectations, and proceed at a brisk pace. Teaching in the specialist unit exemplifies this, and the high quality support for individual pupils and small groups ensures that pupils with learning difficulties and/or disabilities make good progress both here and in mainstream lessons.

Assessment, marking and target setting are significant strengths because they are embedded in lesson planning and engage the pupils so that they understand exactly what they need to do to improve. Pupils of all ages are keen to use the 'learning journeys', individual targets and 'next steps' in marking to improve their performance. They really enjoy the positive feedback that they get for their efforts and improved progress.

### **Curriculum and other activities**

#### **Grade: 3**

The school has carefully re-structured its curriculum so that it better meets the needs of the pupils. A renewed emphasis on providing creative and practical lessons means that pupils enjoy their work and are more actively engaged in learning. Pupils find this approach enjoyable and motivating. The wide range of subject displays in classrooms and around school demonstrates the variety and balanced nature of the curriculum. Suitable steps have been taken to broaden pupils' learning, for example by introducing French into the curriculum, but there are too few opportunities for pupils to develop cultural understanding through the curriculum.

A range of after school clubs is provided which pupils are keen to attend. Together with an appropriate emphasis on literacy and numeracy, cross-curricular links are made between subjects to help pupils make more meaningful connections in their learning and so strengthen the development of their skills. This is supported by visits or visitors each term. Writing opportunities are provided in other subjects but this is not yet consistent across the school. Where needed, a modified curriculum caters well for those pupils who find learning more difficult to ensure they make good progress.

### **Care, guidance and support**

#### **Grade: 2**

The school cares well for its pupils in a safe, supportive and welcoming environment. There are rigorous procedures for child protection and for medical and emergency aid which meet requirements. Procedures for safeguarding are robust. Academic advice and guidance are a

notable strength, as is the support for pupils who have particular learning needs. Lessons are supported effectively by a large number of teaching assistants who provide confident and skilled guidance. Pupils with learning difficulties and/or disabilities are well supported either in class alongside their classmates, or in separate groups for particular needs such as phonics or number skills. Adults know pupils well and this leads to trusting relationships; pupils have confidence that they can raise any concerns and that these will be resolved.

## **Leadership and management**

### **Grade: 2**

The school's senior leadership is strong and effective. The headteacher has led the school's recovery with remarkable energy and determination, and with relentless optimism. Robust and honest self-evaluation involves all staff and governors and provides a sound basis for effective intervention and development planning. Suitable strategies are in place to develop the roles of subject leaders, although these are at an early stage and have only a limited impact on curriculum development. The positive impact of rigorous monitoring and evaluation demonstrates that there is good capacity to sustain and build on the school's recent improvements.

Governance is good. The chair of governors has balanced well the need for support and challenge so that the governing body effectively holds the school to account.

The school has a strongly inclusive ethos, which ensures equality of opportunity for all pupils, regardless of their background, and contributes positively to community cohesion, particularly within the school and its local context. However, pupils have a comparatively narrow experience and perspective on wider issues, such as those linked with faith, ethnicity and culture which the school can do more to address.



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## Annex A

**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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

**Achievement and standards**

How well do learners achieve?	3
The standards <sup>1</sup> 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/or disabilities make progress	2

<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

12 February 2009

Dear Pupils

Inspection of Terrington St Clement Community School, PE34 4LZ

Thank you for being so welcoming during our recent inspection. As always, you were friendly and helpful, and we really enjoyed talking to you and seeing your work.

I first visited your school a year ago and have been really impressed by the changes that I have seen since that time. Everyone has worked really hard, and we can see the improvements in the school building itself, with new equipment and lovely new rooms, including your VIP lounge. However, the most important improvements have been in your lessons.

You have always been well behaved and have shown kindness and consideration for one another, but you now work much harder in lessons and make better progress in your work. We were particularly impressed with:

- some of the excellent teaching that we saw;
- your positive attitudes, good behaviour and good attendance;
- the way that the school cares for you all and supports you in so many ways;
- and the rapid improvements that the headteacher and staff have made.

One reason for your better progress is that you are much more involved in lessons and you really understand what you need to do to improve your own work. It is good to see that you take more responsibility in lessons and around the school by working on the school council and as playground police. You have all worked hard to improve and results are increasing, but we all know that you can do even better. I have asked your teachers to keep up the good work and to focus on:

- making more of your lessons excellent, so that the standard of your work improves even further, particularly in writing;
- ensuring teachers watch effectively over all subjects so that you can develop a wider range of skills and knowledge;
- giving you more responsibilities and more opportunity to learn about the wider world, so that you can make a full contribution in your later life.

This all means that you have done really well, but that you still need to work hard and do your best! I have always enjoyed visiting your school, and now wish you all every future success.

Yours sincerely

Paul Brooker

Her Majesty's Inspector