

Terrington St John Primary School

Inspection report

Unique Reference Number	120883
Local Authority	Norfolk
Inspection number	339804
Inspection dates	9–10 February 2010
Reporting inspector	Kevin Corrigan

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Mr John Day
Headteacher	Mrs Carolyn Howard
Date of previous school inspection	9 October 2006
School address	School Road Terrington St John Wisbech
Telephone number	01945 880340
Fax number	01945 880340
Email address	head@terrington-st-john.norfolk.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors were in school for a total of 22 hours. About half of that time was spent observing pupils in lessons and around the school, talking to them and looking at their work. Ten lessons were observed, covering the three teachers who deliver the majority of the teaching at the school. The rest of the time was spent talking to staff and governors and examining school data and documents, including the school's safeguarding records. Questionnaires were analysed that were returned by 23 parents and carers, 48 pupils and 12 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the school's view that learning and progress are good and the school's evidence to support this
- the quality and effectiveness of teaching in classes which contained more than one age group
- the school's view that partnerships are outstanding
- the extent to which the improvements secured in pupils' attainment and progress over the last three years are firmly embedded in the work of the school.

Information about the school

Terrington St John Primary School is a smaller than average primary school that draws the majority of its pupils from the local village. The school is part of a three school federation with two other similar village schools. The headteacher and governing body provide the strategic leadership for all three schools. The school has a pre-school class on its premises which meets on four afternoons per week although this has its own governing body and is inspected separately.

There are currently 76 pupils at the school, with teaching carried out in three classes: one for Reception and Years 1 and 2, one for Years 3 and 4 and one for Years 5 and 6. The vast majority of the pupils are of White British origin. The school admits a few Traveller children each year. The proportion of pupils entitled to free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is below average although there is a higher than average proportion with statements.

The school holds Active Mark for its sports provision and the Healthy Schools award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Terrington St John Primary School is a happy school in which pupils enjoy their learning and want to succeed. It has improved in a number of ways since its last inspection. The majority of pupils now reach levels of attainment expected of them by the time they leave, although few pupils go beyond this to reach Level 5 in their national tests. Pupils enter the school with particularly poor writing skills and this aspect remains a focus for the school's planning and delivery of its curriculum and the tracking of pupils' progress. The school's outstanding partnership arrangements work extremely well to the benefit of all pupils. The three schools in the federation provide expert subject leadership which ensures that appropriate subject materials, resources and good practice are shared. The 'Learning Catalyst' project, where non-teaching staff have set up parents' clubs and joint parent-pupil lessons has been a tremendous success in improving community and parental links.

Care, guidance and support are outstanding and characterised by an individualised approach to the academic and personal development of all pupils. Pupils stated that they can approach any of the adults at the school, should they have problems or concerns. In-class support for those pupils with special educational needs and/or disabilities is expertly given. The school's meticulous tracking of pupils' progress is used to identify those likely to underachieve and appropriate support strategies are put in place for them. The headteacher provides the vision, drive and practical support for the school. She is committed to providing a rich and rewarding experience for all pupils, a vision which is communicated to and shared by all the staff, including the highly effective deputy headteacher at Terrington St John who manages the school on a day-to-day basis. The school's current development plan is clear in its commitment to making the school outstanding in every aspect and this illustrates the school's good capacity for further improvement.

The teachers in the three classes cope expertly with their mixed-age groups. They make excellent use of the numerous adults who assist with the lessons to deliver a range of carefully planned activities matched to pupils' different ages. However, the specific success criteria by which learning will be judged for the class and groups of pupils are not always made explicit to pupils, not least so that they can assess for themselves what they have learned in class. Behaviour in lessons and around the school is good.

Attendance at the school has improved as a result of robust monitoring of individual pupil's absence and rewarding good attendance. The school council contributes well to decision-making and has been instrumental in changes to the school environment and in promoting healthy lifestyles. Pupils enjoy the wide range of sports and extra-curricular clubs and activities available, with virtually all pupils participating in at least one

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out-of-school activity.

What does the school need to do to improve further?

- Increase the number of pupils reaching Level 5 in national tests by:
 - identifying at an early stage those pupils potentially capable of achieving Level 5
 - providing appropriate and discrete opportunities in and out of lessons that challenge and stimulate these pupils.
- Maintain the school's focus on improving pupils' writing skills by ensuring:
 - lesson planning has clear references to aspects of pupils' writing to be strengthened
 - teachers' marking of pupils' written work contains feedback on which aspects of writing could be improved and what pupils must do to achieve this.
- Improve teaching and learning further by ensuring that:
 - all lessons have clearly specified success criteria which highlight the new learning that is to take place in the lesson
 - all teachers adopt a consistent approach to this aspect of their lesson planning and teaching.

Outcomes for individuals and groups of pupils

2

Attainment on entry is generally below average and pupils enter the school with poorly developed communication skills, particularly in writing. However, by the end of Key Stage 1 they reach levels of attainment broadly in line with the national average in reading, writing and mathematics. Standards improved significantly in 2008 and 2009. This is as a result of expert teaching, a focus on developing basic skills and individualised support which ensure that pupils make rapid progress in their first years at the school. This progress is maintained so that by the end of Key Stage 2, pupils' attainment across the subjects is in line with the national average. Overall, pupils are now making good progress in developing their literacy, numeracy and scientific skills from when they enter the school, although writing remains the weakest of their basic skills. The progress of pupils with special educational needs and/or disabilities and of those from a Traveller background is good. In lessons, pupils from a Traveller background work harmoniously and productively and participate with the same enthusiasm in lesson activities as their peers.

Pupils feel safe and know who to speak to if they have concerns. Their good behaviour in lessons and around the school contributes to the positive learning environment. Year 6 pupils are promoted as good role models for younger pupils. They speak confidently and are enthusiastic about their work. Pupils are aware of what it means to be healthy. The majority take the healthy school meals and all participate enthusiastically in physical education (PE) lessons taken by outside sports coaches. Pupils make a good contribution

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to the wider community, for example through raising money for charities and singing in the local church and nursing home. Pupils are developing good workplace skills through their improved literacy and numeracy skills and all pupils have become competent in using a range of computer software. Pupils' spiritual, moral, social and cultural understanding is developed well through the school's personal, social and health education programme, highly effective school assemblies and religious education (RE) where they are made familiar with different faiths. Pupils' understanding of different cultures has been widened, for instance, by a recent trip to a mosque and a project on Aboriginal art.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good subject knowledge and provide a range of activities and tasks to cater for the mixed ages and abilities in their classes. Lesson planning is informed by high quality assessment of pupils' progress. Teachers make good use of teaching assistants, volunteers and students to provide individualised support and guidance during lessons. Teachers identify appropriate learning objectives for lessons but they do

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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not always make clear to pupils what new learning is to be achieved. Teachers and teaching assistants routinely check on pupils' work and tell them what to do to improve. They make good use of classroom technology to enhance their teaching.

The curriculum is broad and balanced and meets all statutory requirements including the teaching of RE and collective worship. The 'letters and sounds' programme in the Early Years Foundation Stage and in Key Stage 1 is used well as a foundation for developing literacy skills. All pupils have the benefit of learning two modern foreign languages and specialist PE teaching provides at least two hours of good quality PE each week. The curriculum is regularly planned and reviewed by subject leaders. Whilst pupils often talk in class about aspects of their learning in other lessons, for example how understanding mathematics helps develop geography and science skills, teachers do not always develop these themes in lessons when brought up by pupils. The good range of extra-curricular activities are enthusiastically taken up by both boys and girls. Residential trips enhance pupils' understanding of the wider community.

Pupils receive highly effective academic and pastoral support because the school's meticulous monitoring system includes extensive information on both learning and personal development. Pupils with special educational needs receive well-targeted support, particularly in the classroom. The school works effectively with care agencies, and pupils whose circumstances make them vulnerable are offered additional support when transferring to the senior school. The majority of parents appreciate the high priority given to the care and support of individual pupils. The school can cite numerous examples where disaffected or under-achieving pupils have been very well supported.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and governors are ambitious to improve the school further and have the capacity to do so. The headteacher has successfully galvanised the subject expertise, enthusiasm and commitment of staff across the federation to secure the necessary improvements in the academic and personal development of pupils. The headteacher's development of a comprehensive and meticulous pupil tracking system, and the attention to detail in every facet of the partnership's work has been crucial to securing these improvements. The governing body has ensured that the school meets its statutory requirements and secures good value for money.

The school has very effective procedures in place for engaging with and seeking the

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views of parents and carers, for example in the timing of the school day and providing more detailed information on pupils' progress. The 'Learning Catalyst' programme has brought parents in to the heart of the school to enable them to support the learning of their children. Arrangements for safeguarding are good and this aspect is very well led with detailed policies and procedures and risk assessments regularly reviewed and updated. All adults working at the school understand their role in child protection, as do the governors as part of the recently federated governing body.

The school understands its religious, ethnic and socio-economic context and has developed an awareness of this in its pupils. They regularly raise money for both local and national charities. The school promotes equal opportunities well. All pupils have access to the many clubs and activities offered, Traveller children work and play harmoniously with their peers and each pupil's personal and academic progress is meticulously tracked. Links with local music and dancing groups and involvement in activities such as the 'European Day of Languages' enable pupils to place their own lives in a wider context. Adults work hard with pupils to develop and maintain the school's strong community ethos and to raise pupils' awareness of the negative effects of discrimination.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make very good progress in the Early Years Foundation Stage, most entering the school with limited writing and numeracy skills. Children enjoy their learning because they are well supported by a high number of adults, including teaching assistants, volunteers and students. This ensures each child receives a generous amount of time for

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individual support and guidance and is a key factor to the good progress they are making. Occasionally, too much is done for the children, often because there are so many pairs of adult hands. For example, during snack time they are waited on and resources such as pencils are given to them rather than children choosing and collecting them independently. However, children quickly learn their letters and sounds because of skilled teaching in small groups and lots of encouragement for writing. They also have access to an extensive range of stimulating resources. Activities children decide to do for themselves are encouraged, for example, when children acted out the role of teacher and tested each other on their letters and sounds. Children with special educational needs and/or learning disabilities are sensitively involved in all class activities and individually tailored programmes to meet their particular needs ensure they make the same good rate of progress. Systems for assessing children's progress are good and are based on regular detailed observations of each child's development. The early years programme is very well planned and managed. The school is, rightly, aware of the need to develop more outdoor learning facilities for children to widen their learning experiences.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Twenty three parents and carers returned questionnaires. Most say they are happy with their child's experience at the school. They say their child enjoys school and all agree that teaching is good. Some parents raised concerns about behaviour and bullying not being dealt with effectively but the inspection team concluded that procedures to tackle these issues are robust. A few parents think that resources could be channelled more towards the older pupils and that the mobile classrooms ought to be replaced. However, inspection findings do not support the view that older pupils are disadvantaged in any way with respect to access to resources or that the mobile classrooms do not provide an appropriate stimulating and appropriate learning environment for pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Terrington St John Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 23 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	42	12	50	0	0	2	8
The school keeps my child safe	16	67	7	29	1	4	0	0
The school informs me about my child's progress	7	29	14	58	2	8	0	0
My child is making enough progress at this school	8	33	11	46	4	17	0	0
The teaching is good at this school	12	50	12	50	0	0	0	0
The school helps me to support my child's learning	9	38	14	58	1	4	0	0
The school helps my child to have a healthy lifestyle	13	54	10	42	1	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	42	8	33	4	17	0	0
The school meets my child's particular needs	9	38	13	54	1	4	0	0
The school deals effectively with unacceptable behaviour	8	33	9	38	5	21	2	8
The school takes account of my suggestions and concerns	7	29	10	42	4	17	0	0
The school is led and managed effectively	9	38	11	46	3	13	0	0
Overall, I am happy with my child's experience at this school	11	46	10	42	3	13	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 February 2010

Dear Pupils

Inspection of Terrington St John Primary School, Wisbech, PE14 7SG

I am writing to you to tell you about your school's recent inspection. I would like to thank you for the help you gave me and my colleague during the inspection. We talked to many of you during lessons and outside of class and looked at your books. We also received 48 written questionnaires from some of you, where you told us that you enjoy school and you learn a lot in lessons. You also said you feel safe and can talk to your teachers or other adults at the school if you are worried or need extra help with your work.

Terrington St John is a good school which has some outstanding features. Your headteacher, who also looks after two other village schools, and your deputy headteacher lead the school very well and provide many opportunities for you to enjoy your learning. The school has improved since its last inspection in 2006 and now ensures that you gain the appropriate skills in reading, writing, mathematics and science that you ought to. Your achievements in other subjects such as history, geography, PE and art are of a similar standard. Overall, your progress is good.

The care, guidance and support you receive is outstanding. One of the reasons for this is that the school tracks your academic and personal development very closely and teachers know what to do to help you to make good progress. You adopt healthy lifestyles and make a very good contribution to the school and the wider community.

There were a few areas where the school could improve. These are:

- to identify as early as possible any pupils capable of achieving Level 5 in their national tests and to provide appropriate opportunities for them to achieve this
- to maintain the school's focus on improving your writing skills
- to ensure teachers always tell you at the beginning of lessons what new learning you are going to undertake.

Thank you again. I wish you all the best for the future.

Yours sincerely

Kevin Corrigan

Lead inspector

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