

Two Village C of E Primary School

Inspection report

Unique Reference Number	132234
Local Authority	Essex
Inspection number	341321
Inspection dates	3–4 December 2009
Reporting inspector	Keith Williams

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Trudi Swettenham
Headteacher	Kay Wills
Date of previous school inspection	7 June 2007
School address	Mayes Lane Ramsey Harwich, Essex
Telephone number	01255 880268
Fax number	01255 886325
Email address	kwills@twovillage.essex.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 three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff, and pupils. They observed the school's work, and looked at evidence of the school's self-evaluation, records of pupils' progress and monitoring activities and documents relating to safeguarding, health, safety and attendance. Inspectors considered questionnaires completed by staff and older pupils, and 35 returned by parents.

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

- The extent to which pupils make enough progress in English and whether their handwriting and presentation have improved since the last inspection.
- How pupils respond to the school's promotion of their personal development.
- How well pupils with special educational needs and/or disabilities are supported.
- The effectiveness of the school's self-evaluation and how well it is used to identify areas for improvement.

Information about the school

Almost all of the pupils at average sized primary school are from White British backgrounds and few are learning English as an additional language. The proportion of pupils identified with special educational needs and/or disabilities is well below the national average. A below average proportion is eligible for free school meals. Children in the Early Years Foundation Stage join the school in the Reception year. The school hosts a breakfast club that is managed by governors. The acting headteacher has been in post since September 2009.

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?

3

The school's capacity for sustained improvement

3

Main findings

Two Village Church of England Primary School provides a satisfactory education for its pupils, who make satisfactory progress to reach broadly average levels of attainment by the end of Year 6. The school promotes pupils' personal development well, takes good care of them and ensures that all are fully included. This is acknowledged by those parents who responded to the questionnaire, almost all of whom agreed that the school keeps their children safe. As one parent noted, 'The staff consider the health and safety of each and every child to be paramount in their school day.' The school works well with specialist agencies to enhance this provision.

The new acting headteacher is working well with staff and governors to evaluate the school's work. The previous, out-of-date, formal record of self-evaluation is being revised, and the information leaders gather is being used to plan for improvement. This work is at an early stage, and leaders recognise the importance of completing their review quickly. Nevertheless, they are building up an accurate picture of the school's effectiveness. New initiatives are being introduced to tackle the weaknesses they identify, although many of these have not yet had time to impact sufficiently on pupils' learning and progress. Since the last inspection, the school has successfully raised standards in mathematics in Key Stage 1 and improved pupils' handwriting and presentation in English. This shows they have satisfactory capacity to sustain further improvement.

Most pupils enjoy school very much and this is reflected in improved attendance figures. Lessons run smoothly because teachers are well organised and pupils behave well and are invariably keen and ready to learn. Where the teaching is good, pupils learn well. In these lessons, teachers are clear about what pupils will learn and how the lesson will be modified to meet the needs of pupils of different ability. However, this good teaching is not sufficiently widespread to ensure that pupils make consistently good progress across the school. Children get off to a good start in the Reception class (Early Years). They make good progress because the teaching is good and staff have a clear understanding of how young children learn.

Although teaching is satisfactory in Key Stages 1 and 2, there are inconsistencies in teachers' approaches. Lesson planning is usually clear about what pupils will do, but it is not always precise enough about what pupils will learn. Pupils' English books contain good examples of comments that set out clearly how pupils can improve. However, this not consistent across the school and in other subjects. When they mark pupils' work, teachers do not always focus their comments sufficiently on how well pupils have done in relation to the objectives for the lesson, or their own personal targets. Pupils are not always involved enough in evaluating their own learning. This means that, although

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many pupils have a clear picture of their next steps, they are not always sufficiently aware of how well they have done. Leaders monitor lessons conscientiously but sometimes they do not focus sharply enough on pupils' progress and their learning.

What does the school need to do to improve further?

- Raise standards and accelerate pupils' progress by:
 - improving the quality of marking
 - ensuring that planning focuses more precisely on what pupils are expected to learn
 - involving pupils more in assessing their own work and understanding how well they are doing.
- Improve monitoring, evaluation and planning for improvement by:
 - completing the review of the school's effectiveness
 - using the information from this review to formalise the record of self-evaluation and plan for improvement
 - ensuring that monitoring focuses clearly and consistently on the quality of pupils' learning and their progress.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

When the school was last inspected, it was charged with raising mathematics standards, particularly in Key Stage 1. The school has tackled this successfully and, in 2009, pupils' attainment was broadly average, having been significantly below average in the previous two years. Test results for pupils in Year 6 reveal that standards in the last three years have been broadly average and this is reflected in the work of current pupils. From broadly average starting points, this represents satisfactory achievement. The school's work to accelerate pupils' progress in English is bearing fruit. Pupils' handwriting has improved since the last inspection, although the neat work they produce in English is not always transferred to other subjects. Across the school, pupils' make good progress where the teaching is good. For example, progress is often good in Year 6 and these pupils are on track to achieve higher levels of attainment than seen in recent years.

Inspectors looked closely at the progress made by pupils with special educational needs and/or disabilities. The support provided for these pupils has improved and, as a result, they make similar progress to their classmates. There is no significant difference in the progress made by boys and girls.

The school promotes pupils' spiritual, moral, social and cultural development strongly and pupils respond well. Most pupils have a clear understanding of right and wrong,

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behave well and enjoy positive relationships with each other and staff. They have a good understanding of cultures other than their own. A few pupils present occasionally challenging behaviour, but they are well managed, with little disruption to their own learning or that of other pupils. A few pupils reported very occasional bullying, but were quick to point out that it is dealt with swiftly and effectively. Most pupils have a good understanding of how to lead a safe and healthy life. They respond well to the opportunities to take on extra responsibility including, for example, the school council and newspaper club. Further afield, many pupils contribute to musical performances and inter-school sports. Attendance levels are now in line with the national average and, together with satisfactory progress in basic skills, this means that pupils are appropriately prepared for the next steps in their education and future life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Staff provide a broad and interesting curriculum. Planning for personal, social and health education is good and this makes a strong contribution to pupils' personal development. Trips, visits and opportunities outside of lessons are plentiful and music and sport are

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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strengths. Of particular note is the use of 'creative partnerships', which draw together a range of outside expertise and enhances pupils' enjoyment considerably. Mathematics and science days, and activities such as film making, enrich pupils' learning and extend links into the local community. An improved, cross-curricular approach to planning is providing good links between subjects, thereby making the learning more relevant. It is too early to judge the impact of this improvement on pupils' attainment in literacy and numeracy.

Good features of teaching include the good use teachers make of interactive whiteboards across the school to assist pupils' understanding. However, teachers' planning for lessons is sometimes too focused on what pupils will do, rather than what they will learn. In addition, it is not always sufficiently clear how the learning is to be modified for pupils of different abilities. Teachers usually question well. This is most effective when they use pupils' responses to assess their learning. This was seen to good effect in a successful lesson in Year 5, where the teacher modified the lesson as gaps in pupils' understanding became apparent. There are appropriate systems to assess and monitor pupils' progress over time and steps have been taken to ensure that these assessments are made more regularly.

Good care, guidance and support contribute to pupils' enjoyment of school. Support staff make a strong contribution to this aspect of provision. Good support for pupils with learning difficulties and/or disabilities ensures that they are fully included in lessons and are able to keep pace. The reading 'catch-up' programme is having a positive impact on the learning of those pupils who need extra help. Support for pupils whose circumstances make them potentially vulnerable, and for those who have difficulty behaving well, is very strong. It often results in considerable improvement in their attendance, personal development and learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders, governors and staff share the drive to raise standards and improve provision. They have successfully created a warm and supportive environment in which most pupils feel safe and able to learn. A strong and successful emphasis is successfully placed on including all pupils, whatever their background or ability and equality of opportunity is well promoted. Instances of bullying are rare and are dealt with effectively. Good links are established with parents, most of whom are pleased with

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what the school offers. The school works well with outside agencies to provide support for pupils with special educational needs and/or disabilities, those whose circumstances make them potentially vulnerable and those who find it difficult to behave well.

Appropriate steps are taken to ensure the suitability of adults to work with children.

Leaders have a good understanding of the impact of their work to promote community cohesion in the school and local area, and the school functions as a cohesive community. Their evaluation of impact further afield is less well developed.

Gaps in the school's self-evaluation records and improvement plans are rightly being plugged as a matter of priority. Areas for improvement are being identified and tackled, but many of the initiatives introduced this term have not yet had time to have their full impact. Sometimes, the monitoring is too focused on teaching rather than learning.

Nevertheless, leaders are building an accurate understanding of the school's effectiveness and what needs to be done next to secure consistently good progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision for children in Reception is improving and is good. As a result, children enjoy their time in the lively and caring class and their welfare needs are well met. Children start school with wide ranging needs and skills but, taken overall, they are broadly typical of children of this age. They learn well and make good progress, whatever their starting points, so that most reach, and some exceed, the goals expected at the end of Reception. Staff offer a good range of interesting activities and take good account of children's suggestions and ideas. There is a strong emphasis on promoting their

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confidence, independence and co-operation, and a good balance between activities led by an adult and those selected by the children. As a result, children settle quickly into the class and gain confidence. The 'early years' team have a good understanding of children's needs and the provision is well organised, led and resourced. The outdoor area has undergone some improvement, although this remains a priority, particularly to ensure there is sufficient emphasis on outdoor learning in the planning. A close check is kept on children's learning and welfare, and assessment information is used well to plan the children's next steps.

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

Most parents who responded to the questionnaire are positive about what the school offers. In particular, they say that their children enjoy school and are helped to lead healthy lifestyles. Parents feel that their views are taken into account and the teaching is good. Inspectors agree that there is good teaching to be found, but it is not yet sufficiently consistent across the school. A small minority of parents do not agree that behaviour is well managed. Inspectors looked closely and while they agree that a small number of pupils occasionally present challenging behaviour, this is usually well managed by staff, with no disruption to learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Two Village C of E 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 206 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	60	14	40	0	0	0	0
The school keeps my child safe	18	53	15	44	1	3	0	0
The school informs me about my child's progress	10	29	22	63	1	3	0	0
My child is making enough progress at this school	15	43	17	49	2	6	0	0
The teaching is good at this school	13	38	19	56	0	0	0	0
The school helps me to support my child's learning	14	41	18	53	2	6	0	0
The school helps my child to have a healthy lifestyle	20	57	14	40	0	0	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)	11	33	20	61	1	3	0	0
The school meets my child's particular needs	10	29	21	62	1	3	0	0
The school deals effectively with unacceptable behaviour	9	26	16	46	5	14	2	6
The school takes account of my suggestions and concerns	9	26	21	62	0	0	0	0
The school is led and managed effectively	12	35	18	53	1	3	0	0
Overall, I am happy with my child's experience at this school	21	60	12	34	0	0	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.



7 December 2009

Dear Pupils

Inspection of Two Village C of E Primary School, Harwich, CO12 5EL

Thank you for the friendly way you welcomed the inspectors to your school recently. A special thank you goes to those of you who met with an inspector to share your views. You gave us lots of helpful information. I am writing to tell you what we found out.

Your school gives you a satisfactory education. This means that there are some things it does well and some things it could do better. You told us that you enjoy school and feel safe. We agree. Your headteacher and staff take good care of you and that is one of the reasons you enjoy school. We could see for ourselves when we visited your classrooms that you behave well and are keen to learn. Well done, and please keep it up. Another reason why you enjoy school is because the staff give you interesting things to do in and out of lessons. We are pleased you know about healthy eating and taking regular exercise.

We have asked your headteacher, staff and governors to work on two areas:

We want your teachers to help you to learn better by making sure you have enough information about how well you are doing when they mark your books. When they plan lessons, we want your teachers to make sure they are clear about what they want you to learn. We also want you to be more involved in assessing your work.

Your headteacher, staff and governors have been busy checking on how well things are going, so that they know what needs to improve. We want them to finish this work quickly. When they check on lessons, we want them to keep a closer eye on how well you are learning.

We know you will want to help by working hard, behaving well and enjoying school. Please read your teachers' comments carefully and concentrate on what they ask you to improve. We wish you good luck for the future.

Yours sincerely

Keith Williams

Lead inspector

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