

Terrington St Clement Community School

72 Churchgateway, Terrington St Clement, King's Lynn, Norfolk PE34 4LZ

Inspection dates

18–19 September 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher is determined and ambitious that all pupils receive the best education. Her strong leadership sets clear expectations for all the staff to follow.
- Leaders have an accurate view of the quality of teaching. They provide feedback that is clear and precise, helping to support staff to improve.
- Governors are a significant strength of the school. They scrutinise information carefully and ask incisive questions to hold school leaders to account.
- Pupils behave extremely well. They are highly respectful of and sensitive to each other's needs. Pupils are confident and keen to do well in their learning.
- Teachers plan interesting activities that engage pupils in their learning. Teachers ask good questions, encouraging pupils to explain their answers. This helps to check pupils' understanding.
- Phonics is taught well. This ensures that pupils make a good start with their reading and writing because they know the sounds that letters make.
- The curriculum is broad and balanced. Pupils study a wide range of subjects that are well planned. As a result, pupils develop new skills.
- Children make a good start in the early years. The calm and welcoming environment helps them settle quickly. Adults know the children well, enabling them to make good progress from their starting points.
- Pupils make consistently good progress, especially in writing and mathematics. An increasing proportion of pupils are working at age-related expectations across the school.
- Assessment information is used effectively to check the progress of disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities. This means that they make strong gains from their starting points.
- Standards in reading at the end of key stage 2 are below the national averages. Too few pupils attain the expected standard.
- Senior leaders are developing the roles of middle leaders following staffing changes. Middle leaders are starting to contribute to school improvement but do not have a firm grasp of how well pupils progress in all subjects.
- Some teachers do not make effective use of their assessments to move pupils swiftly on in their learning.

Full report

What does the school need to do to improve further?

- Strengthen the quality of teaching, learning and assessment by:
 - equipping teachers with the knowledge and skills of how to move pupils on in their learning
 - ensuring that teachers develop strategies to improve pupils' reading skills of comprehension and inference.
- Improve attainment in reading at key stage 2 so that larger proportions of pupils attain the expected standards.
- Further improve leadership and management by developing the roles of middle leaders so that they contribute more fully to improving pupils' progress.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and the deputy headteacher make a strong and effective team. They provide much-needed stability following recent staff changes. Both share high expectations to ensure that pupils are taught well and receive the support they need to progress.
- Senior leaders know the school well. Plans are detailed and precise, identifying appropriate actions that address areas for improvement. Leaders' checks of teaching are thorough and clear feedback is helping staff to improve. This monitoring continues to support the effectiveness of the school's work and its success.
- Leaders provide good training for staff. Effective use is made of good practice from other schools to develop the knowledge and skills of teachers. Staff support the actions of leaders to sustain the good standard of education the school provides.
- Senior leaders are helping to develop the skills of middle leaders. Subject teams ensure that new initiatives are implemented consistently across the different key stages. Middle leaders draw up action plans but some leaders are not clear about how well pupils are doing in all the subjects they study.
- Leaders' actions are successfully addressing the barriers faced by disadvantaged pupils. Additional funding is targeted to meet a range of needs. For example, the use of a play therapist has supported pupils' social skills, increasing their engagement in class activities.
- The special educational needs coordinator (SENCo) has a good understanding of the needs of pupils who have SEN and/or disabilities. Staff are well trained and equipped to support pupils' needs. Leaders are committed to meeting pupils' complex needs within a mainstream provision. 'The lodge' helps to provide a secure environment to ensure that progress is sustained for these pupils. As a result, pupils who have SEN and/or disabilities flourish and make good progress from their starting points.
- The curriculum is appropriately broad and balanced, and pupils learn in a wide range of subjects. Themed corridors create a sense of awe and serve as starting points for the topics they study. For example, a display of Alice in Wonderland in a school corridor brought the story alive and contributed to developing pupils' creative and artistic skills.
- Extra-curricular activities, including many sporting clubs, contribute well to pupils' health and physical education (PE) skills. The sport premium provides pupils with opportunities for increasing participation in sporting events. Sports specialists provide guidance and expertise that develop staff's skills and enthusiasm for teaching PE.
- Pupils' spiritual, moral, social and cultural understanding is developed well. The school's caring and inclusive ethos ensures that pupils learn respect for one another. Opportunities to identify kind acts are noted and celebrated. Assemblies explore differences, while upholding the uniqueness of every individual. Pupils are well prepared for life in modern Britain through their exploration of other faiths and cultures. Pupils learn about democracy, participating in school councils and debating how the school environment can be improved.

- Parents and carers are highly supportive of the school. They are delighted about the progress their children make and proud of the school's reputation in the local community. A typical comment of many on Parent View, Ofsted's online questionnaire, was, 'This is an excellent school.'
- Senior leaders have made good use of the support provided by the local authority. Expertise has been targeted to help improve specific areas of the curriculum. For example, a joint review of reading identified gaps in the school's provision. Leaders used this information to plan for improvement in this subject area.

Governance of the school

- Governors are highly effective in their roles. They share the high aspirations of school leaders and work with a strong determination to sustain the good quality of education. Governors have a good range of skills and actively seek other members to make their governing body stronger. They keep their knowledge up to date through training and they regularly review how well their own actions help the school to improve.
- Governors use information effectively to interrogate leaders about the impact of their actions. Their questioning is sharp and probes responses to determine whether the direction leaders are taking is effective. They focus their monitoring on the school's priorities, producing informative reports to further support the improvement of the school.
- Governors place a high priority on the safety and welfare of pupils. All governors have received safeguarding training and make it their business to check procedures are effective whenever they visit the school. Governors ensure that additional funding is allocated appropriately and has a positive impact on the progress pupils make.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding is a key priority for all members of staff who work at the school. Regular training and updates ensure that staff are vigilant and alert to any possible signs or concerns. Records are meticulous and well organised. There is a clear system for referrals which enables staff to share any issues. Responses are made in a swift and timely manner. Vetting procedures are thorough for any adults working with children. New staff starting receive comprehensive training, and visitors are provided with guidance to make them aware of their responsibilities.
- The headteacher takes a lead in safeguarding. She liaises with external agencies and is tenacious in pursuing them to act in support of vulnerable children. Governors make regular visits to check the quality of safeguarding policies and procedures.

Quality of teaching, learning and assessment

Good

- Teachers plan activities that engage pupils and stimulate their interest. Learning is placed in a purposeful context and links are made across different subjects. This builds pupils' skills and deepens their knowledge. For example, for a topic about 'My

Community', pupils linked their knowledge of coordinates to locating places on a map. The map was from their local area, so pupils were keen to locate key places and even the houses where they lived.

- Teachers use questions effectively to secure pupils' understanding. Typically, they ask 'Explain to me', 'How?' and 'Why?' to deepen and check learning. Pupils willingly contribute to discussions because relationships with adults are supportive. Teachers' questions build pupils' confidence, contributing to their progress.
- Teachers set clear expectations for classroom routines that pupils follow without hesitation or being reminded. Consequently, transitions between activities are well managed so that pupils make the most of learning opportunities.
- Teaching assistants are deployed well. They check pupils' progress and help them to refine their thoughts and ideas, without overdirecting their support. This helps to develop pupils' positive attitudes to learning and their independence. For example, in one session, the questioning of the teaching assistant helped pupils to apply their knowledge to solving a problem.
- The teaching of phonics is effective. Teachers make use of their assessments to provide additional help for pupils to catch up. Pupils are actively encouraged to use their phonics knowledge when writing independently. In reading, they sound out unfamiliar words so that they can successfully read a range of books and texts.
- Pupils write for a range of purposes, helping to develop their skills of composition. Teachers model language often, making use of a good-quality text to extend the range of vocabulary used by pupils. Pupils have time to discuss their stories so that they develop a clear understanding of how to sequence their writing. Evidence gathered during the inspection shows that pupils are given the opportunity to apply their skills in different subjects. Their writing books show how their use of language matures and develops. For example, explaining the sound of thunder, a key stage 2 pupil wrote: 'I was beckoned towards the monster, its heart throbbing like it was pumping time through its veins.'
- In mathematics, pupils are taught to use appropriate strategies for calculations. Teachers ensure that pupils practise mental skills to help them quickly recall numbers to solve problems. Pupils can explain why they use particular methods. Evidence in pupils' books shows that their work is presented neatly. This ensures that they are accurate with their working. Consequently, most pupils make strong gains in mathematics.
- Pupils read widely and are developing their enjoyment of books. Teachers have developed reading areas in classrooms where pupils are encouraged to access a range of different reading materials. For example, pop-up baskets are presented to key stage 2 pupils, with books being carefully selected to extend pupils' reading habits. However, some teachers do not make good use of class texts to improve pupils' comprehension and inference skills.
- Teaching is weaker where staff do not identify that the level of challenge is too easy for the pupils. Consequently, pupils' knowledge and understanding are not sufficiently extended.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- School leaders have created a strong ethos of caring across the school. Pupils are aware of the need to care for and look after each other. Pupils who attend the specialist resource centre for speech, language and communication difficulties are warmly welcomed and quickly made to feel part of the wider school. Parents recognise that this has contributed to the rapid progress their children make while attending this facility.
- Pupils discuss issues in a mature way. They listen respectfully to the views and ideas of others, while confidently expressing their own opinions. For example, pupils watch children's television news to raise their awareness of issues around the world and debate the points that have been raised.
- Strong relationships with adults build pupils' confidence and skills of resilience. Clear routines are followed, helping pupils to be productive in their work. This contributes well to their academic progress. For example, younger pupils settled quickly to write independently their own versions of 'The deep dark wood'.
- Pupils have a good understanding of how to stay healthy and have regard for their well-being. There is a high level of participation in sporting activities. The school council provided the suggestion for an outdoor gym to help promote higher levels of fitness. Pupils learn how to use massage. This creates a sense of calm and contributes effectively to pupils' social and emotional development.
- Pupils are aware of how to keep themselves safe. They say they are happy and safe in school. An overwhelming majority of parents who talked informally with inspectors or responded to Parent View agree. One view that was typical of many was: 'The children's welfare and support in all families seem always to be top priority.'
- Pupils are aware of the different kinds of bullying. They understand how to keep themselves safe online. Pupils know how to report concerns if they encounter any issues while using computers or other devices. Incidents of bullying are rare. However, pupils identified adults who they would speak to if they had any worries.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave impeccably. They conduct themselves in a mature and cheerful manner, both inside and outside classrooms. They enjoy the company of their peers and adults. Pupils are polite and well mannered. During the inspection, they willingly offered help with directions for inspectors.
- Pupils respond quickly to adult direction. This means that learning is rarely disrupted by poor behaviour. Pupils are keen to learn and thrive on challenges, even where they are difficult. They are proud of their learning and take care with the presentation of their work.
- Leaders have a comprehensive system for tracking and noting incidents. This enables

them to carry out detailed analysis of different types of behaviour. However, incidents are rare.

- Attendance is higher than the national average, reflecting pupils' enjoyment of school. Pupils are punctual and ready to start lessons on time. Effective action by leaders has helped to reduce incidents of lateness.

Outcomes for pupils

Good

- In recent years, pupils' progress has been consistently above national averages. Provisional information for 2018 indicates a dip in both attainment and progress. Leaders have identified the causes and addressed issues in teaching and learning. Consequently, outcomes for current pupils across the school are improving.
- Children join the early years provision with levels of development that are broadly typical for their age. They make good progress so that, by the end of the Reception Year, the proportion of children achieving the good level of development is higher than the national average. In this way, children are well prepared for the next stage of their education in Year 1.
- The proportion of pupils meeting the required score in the phonics screening check has been sustained. It is consistently above the national average. Effective teaching of groups and regular opportunities to use their phonics skills while reading and writing ensure that pupils' progress is good.
- At the end of key stage 1, attainment in 2017 was above the national average. Teacher assessments for 2018 and work in pupils' books show that pupils have continued to make good progress from their starting points.
- In 2017, attainment in reading at the end of key stage 2 was below the national average. Leaders have introduced new strategies to develop pupils' comprehension skills. However, some teachers do not use these strategies effectively. As a result, attainment in the unconfirmed 2018 outcomes indicates that there is a dip in expected standards.
- Pupils who have SEN and/or disabilities make good progress from their starting points. Staff know pupils well and provide appropriate support. Nurture provision provided through 'the lodge' gives good support for vulnerable pupils who have complex needs. Teachers and adults make use of detailed plans. This enables staff to measure progress in small steps and the impact of the support pupils receive.
- Pupils who attend the specialist resource centre receive effective support and focused teaching. Pupils make strong progress over a short period of time.
- Overall, current disadvantaged pupils, including the most able, make good progress because leaders' actions are addressing the barriers to their learning.
- Leaders ensure that the curriculum contributes well to developing pupils' knowledge and skills across different subjects. Pupils' creative and artistic skills are evident in displays and musical performances put on for parents. Pupils' workbooks evidence the range of activities and different ways their work is presented to capture their imagination. As a result, progress is good across the curriculum.

Early years provision

Good

- The early years provision is a calm and orderly environment. This helps children to settle quickly and adopt the routines that develop skills of collaboration and cooperation. From their starting points, children make good progress, preparing them well for key stage 1. However, teacher assessments for 2018 show that no children exceeded the good level of development. This is because children entered the provision with lower starting points.
- The leadership of early years is effective. The leader works well with parents, ensuring that each child has a key person with whom parents can communicate. This ensures that adults have a good understanding of every child's strengths and areas for development. The leader has made sure that the legal welfare requirements are met and staff have the appropriate qualifications.
- Children respond with enthusiasm to the different indoor and outdoor activities. There are opportunities for both adult-led and child-directed play. For example, children chose to join a shape game led by the adult or work independently outdoors, searching for patterns and shapes in the environment.
- Effective provision is made for children's mathematical and language development. Evidence from children's writing books shows they make good progress from early mark-making to the confident formation of letters. A high priority is placed on sharing books, which are used as a stimulus for learning, to develop early reading skills. This promotes good development of children's speaking and listening skills.
- Adults carry out careful observations of children's learning. The information is analysed to help plan for children's next steps. Accurate assessments ensure that planned activities are well matched to support children's development. The questions adults ask help children to develop their thinking. However, some adults are too quick to provide support and do not allow children sufficient time to respond independently.
- Children behave extremely well. They are kind to each other and take turns when playing games.

School details

Unique reference number	121022
Local authority	Norfolk
Inspection number	10053119

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair	Claire Whitehouse
Headteacher	Elizabeth Hackett
Telephone number	01553 828 348
Website	www.terringtonstclementschoo.co.uk
Email address	head@terrington-st-clement.norfolk.sch.uk
Date of previous inspection	20 February 2018

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is lower than in the average primary school.
- The proportion of disadvantaged pupils is broadly in line with the national average.
- The proportion of pupils who have SEN and/or disabilities is above the national average.
- The proportion of pupils with an education, health and care plan is below the national average.
- The school has a specialist resource centre that provides for Reception and key stage 1 pupils who have speech, language and communication difficulties. This is known as

LIFT (Language Integrated Facility at Terrington). Pupils are referred to the resource centre from other schools by the local authority.

Information about this inspection

- Inspectors observed learning across the school in a range of subjects. Some of these observations were carried out jointly with senior leaders.
- Inspectors scrutinised the quality of pupils’ work in all classes and undertook additional scrutiny of work in pupils’ books. Inspectors spoke to pupils and listened to pupils from across the school read.
- Discussions were held with senior leaders, middle leaders, the SENCo, governors and those responsible for teaching in the specialist resource centre.
- Inspectors examined a wide range of documentation, including that relating to attendance and behaviour, school improvement planning, assessment information, monitoring of teaching, minutes of governing body meetings and school documentation relating to safeguarding.
- Inspectors spoke with parents as they brought and collected their children from school. Inspectors considered 84 responses to Parent View, Ofsted’s online questionnaire, and 33 free-text comments. Inspectors also considered 34 responses made on the online staff survey.

Inspection team

Steve Mellors, lead inspector	Her Majesty’s Inspector
Shân Oswald	Ofsted Inspector
Paul Copping	Ofsted Inspector

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