

# Inspection of Terling Church of England Voluntary Aided Primary School

New Road, Terling, Chelmsford, Essex CM3 2PN

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Inspection dates: 11 and 12 January 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

## **What is it like to attend this school?**

This small village school has a community feel. Pupils enjoy coming to school, and this is shown in the positive attendance figures. Pupils are independent and confident. They hold strong views about right and wrong. For instance, a group of older pupils have formed a weekly club to help younger pupils understand more about fairness. Pupils know they have a voice and can make changes to the school, especially when they feel something needs improving.

Leaders and teachers have high expectations for behaviour and pupils respond well to this. Pupils understand the school values of 'respect, trust, courage and truthfulness' and are rewarded for following them, which they like. Even younger pupils understand that if someone does not behave properly, adults will help them to get things right. Bullying is rare.

In lessons, pupils show enthusiasm for learning, and they are always keen to learn more. Classrooms are calm and purposeful places to learn. Outside the classroom, pupils play kindly and support each other. Pupils are well prepared for each stage in their education.

Feedback from parents is overwhelmingly positive. They appreciate the caring approach of staff that supports their children's well-being as well as their achievement.

## **What does the school do well and what does it need to do better?**

The school's curriculum design requires pupils to reach 'milestones' at the end of a two-year cycle. In most subjects, leaders have planned the small steps of knowledge that pupils need to acquire in order to achieve these milestones. This enables teachers to plan lessons for pupils of different ages and abilities. In most subjects, teaching matches the pupils' learning needs. For instance, in science, all pupils complete the same activity, but teachers build on the knowledge of older pupils, so they learn more. However, in a few subjects, middle leaders who are new to their role have not pre-planned these smaller steps of knowledge. This means that pupils of different ages in the same class sometimes learn the same things.

Leaders ensure that reading has a high priority across the school. Pupils read, listen to and share high-quality texts. They learn to read using a phonics programme which begins as soon as they start in Reception. Teachers and support staff are well trained and receive ongoing support with teaching the phonics programme. Teachers make sure that pupils make the progress they need to. Pupils are becoming accurate, confident and fluent readers. Any pupils that need to catch up have extra teaching. This helps them to practise and apply their phonics knowledge when reading. Pupils love reading. They talk about the books they enjoy and why they like them. For instance, one pupil enthusiastically explained that they loved a book because it made them feel like they were in an imaginary world and anything could happen.

Teachers check pupils' understanding frequently, for instance through weekly quizzes. Teachers use these checks to identify where pupils are less secure in their understanding. Teachers can find it difficult to assess pupils in a few subjects because the learning steps are not precise.

Leaders ensure that the curriculum is suitably adapted, so pupils with special educational needs and/or disabilities learn and achieve alongside their peers. The special educational needs coordinator carefully checks pupils' learning and understanding. This means pupils' needs are identified and where support is needed it is provided.

Leaders have created an ambitious and well-planned curriculum in the early years, so pupils are ready for Year 1. Staff teach children to learn and build their communication skills. The environment is interesting and appealing. Tasks meet the needs of the children and make learning fun.

The curriculum supports pupils' wider development well. Pupils learn tolerance and respect for different cultures and beliefs. Pupils have learned about others having different needs and that some disabilities may be obvious while others can be hidden. There is a range of sports and other clubs available. Leaders offer 'paid for' places to disadvantaged pupils to ensure these pupils have equal access to clubs and activities.

Leaders and governors engage well with the school community and the wider community. This helps to increase access to learning opportunities for pupils and staff. Governors check leaders' work through regular visits and talking to staff and pupils. Staff feel that leaders support them with their job.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all the staff in the school understand the school's safeguarding arrangements. All staff have received appropriate and up-to-date training. Staff report concerns and the designated safeguarding lead acts quickly to ensure pupils are kept safe. Pupils understand how to stay safe online and have been taught about fire safety and what to do in an emergency.

All safer recruitment checks are undertaken and governors check these regularly.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In a few subjects, leaders have not mapped the exact steps of knowledge that pupils need to learn to achieve their milestone goal. Consequently, some pupils may not learn all the knowledge they need. Leaders need to ensure that the key

information pupils need to learn is identified for each subject.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	115166
<b>Local authority</b>	Essex
<b>Inspection number</b>	10255109
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	105
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ruth Santos-Brien
<b>Headteacher</b>	Sarah Meares
<b>Website</b>	<a href="http://www.terling.essex.sch.uk">www.terling.essex.sch.uk</a>
<b>Date of previous inspection</b>	12 and 13 March 2019, under section 5 of the Education Act 2005

## Information about this school

- Leaders do not currently use any alternative provision to meet the needs of pupils.
- The school has a Christian religious character. The school's most recent section 48 inspection took place in May 2018. The school's next section 48 inspection will be within eight school years.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher. The lead inspector also spoke with a school improvement partner from the local authority and diocese.
- Inspectors carried out deep dives in four subjects: reading, mathematics, history

and geography. For each deep dive, inspectors met with subject leaders, looked at curriculum documentation, visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.

- Inspectors met with the designated safeguarding lead, the finance manager and other staff to discuss safeguarding.
- Inspectors scrutinised a range of documentation during the inspection, including curriculum plans, school development plans and safeguarding and behaviour records.
- Inspectors considered the 60 responses to Ofsted's online survey, Ofsted Parent View, and 53 free-text comments. Inspectors also considered the 11 responses to Ofsted's staff survey.
- Inspectors spoke with groups of pupils about their experiences of school life and their learning in lessons, as well as observing the behaviour of pupils across the school site.

### **Inspection team**

Jessie Linsley, lead inspector

His Majesty's Inspector

Sarah Stevens

Ofsted Inspector

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