

# Lynn Grove VA High School

## Inspection report

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<b>Unique Reference Number</b>	121215
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	339901
<b>Inspection dates</b>	7–8 October 2010
<b>Reporting inspector</b>	Heather Weston

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1131
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Derek Houghton
<b>Headteacher</b>	David Evans
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Lynn Grove Great Yarmouth NR31 8AP
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## Introduction

This inspection was carried out by five additional inspectors. The inspectors observed 25 lessons, saw 29 teachers and looked at students' work. They joined an assembly, observed break-times, and held meetings with groups of students, governors, and staff. They scrutinised a range of documentation including school data, the school development plan, records of meetings and policy documents. Inspectors analysed and considered staff and student questionnaires and 205 questionnaires returned by parents and carers.

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

- Whether girls make sufficient progress in English.
- The action taken by the school to raise standards at the higher levels in science, and the impact this has had on outcomes.
- Whether assessment information is being used to tailor lesson planning to appropriately challenge all students, and to promote progress in all subjects.
- The progress of lower attaining students, in particular those classified as being on school action in the special needs register, and the quality of provision to meet their needs.

## Information about the school

Lynn Grove High School is a larger than average sized comprehensive school. The proportion of students eligible for free school meals is slightly below the national average. Very few students are from minority ethnic backgrounds or have English as an additional language. The number of students with special educational needs and/or disabilities is below the national average, although the number with a statement of special educational needs is broadly average. The school has specialist status in mathematics, science and technology and also has Training School status. It is a Leading Edge Partnership Programme school, has the International Schools Gold Award 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?****1****The school's capacity for sustained improvement****1**

## Main findings

Lynn Grove High School is an outstanding school. Morale is very high. Throughout the school the emphasis on high expectations and high standards is clearly demonstrated. The school motto 'fidelitas in parvis' - care in little things - is clearly evident in the way the school works for the benefit of students, each and every one of whom matters. Adults and students alike extend a warm welcome and show a real depth of respect for each other. Students are polite, helpful and co-operative. Their behaviour in and around the school, and in relation to their work, is outstanding. The good curriculum enhances learning: outstanding elements include the use of partners and the promotion of equality and community cohesion. These lie at the heart of the school's work and opportunities to further these elements, and to further students' outstanding spiritual, moral, social and cultural development, are woven throughout the curriculum. Students show a strong understanding of principles such as empathy, integrity, ethics, and diversity. Arrangements for care, guidance and support are outstanding so students feel very safe. They value the fact that adults, their peers, or older students are readily available to help and support them when required. They feel entirely secure that any difficulties, whether relating to their well-being or to their work, will be dealt with swiftly and appropriately.

Teaching is good. Lessons have pace and fully engage students. Teachers ensure that students have a clear understanding of the criteria for grade levels. Their planning takes into account students' levels of attainment but, although all students are challenged, work is not always pinpointed to individual needs and different groups of students in lessons are not given explicit success criteria. Students mostly know how well they are doing and are given feedback as to how to improve their work, sometimes this lacks sufficient detail.

The school is highly aspirational, setting what could appear to be unrealistic targets. Due to the very effective use of data to identify those in need of either an extra boost or more prolonged in-depth support, the school really does enable students to 'reach for the stars' and, in English, mathematics and information and communication technology (ICT), to reach them. This was the case in science: standards slipped two years ago, but as is typical of this school, action to improve provision was swift. Standards in science are improving and set to be in line with other subjects by the end of the academic year. The impact of such close attention to developing skills in literacy, numeracy and ICT, together with students' excellent team-working skills, is that students develop outstanding workplace skills. This is demonstrated by the fact that in 2010 all those who could went on to further training or employment.

The headteacher is passionate about providing the best possible opportunities for students. This passion is fully complemented by staff. Together with the headteacher, senior leaders demonstrate clear vision and are highly ambitious in their drive for improvement. This aspect of leadership and management, including that of improving

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teaching and learning is outstanding. Self evaluation is insightful and thorough. Areas for improvement identified at the last inspection have been fully addressed, although leaders recognise that teachers' use of assessment is an area for even further refinement. The school has an outstanding capacity to improve.

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

- Further refine the use of assessment to support learning by:
  - identifying and informing students of specific success criteria matched to their expected levels or grades
  - enhancing the quality of marking by giving regular, concise and detailed feedback to students as to how to improve their work.

## **Outcomes for individuals and groups of pupils**

**1**

Students join the school with just below average attainment. When they leave at the end of Year 11, most students have gained five or more A\* to C grades at GCSE, including English and mathematics, as well as most gaining five or more A\* to C grades not including both English and mathematics. Standards in mathematics and information and communication technology are significantly above average. Standards in English, having fallen three years ago, have risen, and results in 2010 are high. Standards in science fell two years ago: action taken by the school is bringing about improvement, and in 2010 results improved. Students' current standards in science demonstrate that GCSE results for all students in 2011 should once again be well above average.

Students' attitude to learning is extremely positive. They readily take on the challenge to reach very challenging targets. They are reflective, independent learners who enjoy learning and apply themselves very well to their work. Because of this, by the time they leave the school, all have made at least good, and mostly outstanding progress. In mathematics, ICT, and now also in English, all groups make outstanding progress. Rates of progress are improving in science. Students with special educational needs and/or disabilities and lower ability students are very well supported and achieve better than similar students nationally. Early results from 2010 indicate that their progress in English has now improved and matches their consistently very good progress in mathematics.

Students show a good understanding of healthy lifestyles. They know that diet and physical activity contribute to their well-being, but also that smoking, drugs and alcohol are detrimental and carry a high risk. Many take part in a range of activities in the wider local community and a large number are actively involved in contributing to and enhancing the school community. All students do so through their behaviour and support for each other, and a number act as sports leaders, librarians, prefects or house captains, or organise fundraising activities. The new student council is not yet fully functional and current students are not able to make a full contribution to decision making in the school, or to fully act as ambassadors. Latterly the council was influential, for example with regard to decisions made with regard to toilet facilities. Attendance rates are good and continuing to rise due to rigorous action taken to ensure that students attend punctually and regularly.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Students enjoy their learning because teachers plan activities and employ strategies which engage their interest and sustain their concentration. Lessons have pace and resources are used imaginatively. Teachers' subject knowledge is very good. Their questioning very skilfully elicits explanation, thus enabling students to develop a strong understanding of concepts being taught. In all subject areas, teachers promote co-operation and actively support students in 'being bold' in order to develop confidence. Teaching assistants are used effectively to support those students with learning difficulties and/or disabilities.

The curriculum has a broad range of academic and vocational subjects, and supports a very flexible option system. Vocational provision is particularly strong, with the school taking a key lead in the diploma courses. New science courses are being developed, better tailored to students' needs. The school's difficulties in providing two hours of timetabled physical education per week are addressed through extended curriculum days. Specialist status has been instrumental in providing students with excellent access to quality information and communication technology across all subjects and this is at the core of extensive vocational partnership links. Involvement with 'Options East' helps those students at risk of disaffection to engage in education. The very extensive range of enrichment activities, for example educational visits, sporting events and many others, are greatly valued by students and the take up rate is very high.

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Students and their parents are very positive about the outstanding standard of day-to-day care provided as well as the career guidance concerning the various options available at the end of Years 9 and 11. Adults know students very well and the key worker system helps to ensure that support is closely tailored to meet their individual needs. Links with community organisations ensure that students receive expert help and support. Effective transition arrangements help students to become more familiar with their new surroundings, classmates and teachers before their more formal enrolment.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher and senior leaders have a strong presence in the school, encouraging students to look and do their very best. Searching analysis, well-focussed planning, accurate self-evaluation and clear expectations of all staff to continually improve their practice have resulted in outstanding outcomes for students. Partnerships are second to none and the school takes the lead in a number of initiatives.

The school reaches out to all groups of parents and carers, involving them well in decision making. Information is good and a wealth of guidance is provided to help parents and carers support their children. Safeguarding procedures are rigorous and regularly monitored. Training is extensive and regular, and the school is held tightly to account by the knowledgeable governing body. Governors show a good level of challenge and support. Their action enhances the school's provision by seeking out funding to provide additional resources, such as the excellent Learning Resource Centre, a true haven of learning. Actions taken to promote equality of opportunity and community cohesion are effectively interwoven and have a significant impact on outcomes. Links with the local and wider community are strong and include, for example, positive relations with schools in Thailand as well as those locally and nationally. The school provides outstanding value for money, with every area of the school being used to best effect to promote learning and nurture well-being.

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*These are the grades for leadership and management*

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

## Views of parents and carers

Most parents and carers who responded to the inspection questionnaire were in agreement with the large majority of statements. A few parents feel that the school does not deal effectively with unacceptable behaviour and a very few expressed concern regarding bullying. Inspectors investigated this concern by talking to a number of groups of students, reviewing incident logs, observing behaviour and talking to staff. They found that behaviour and the action taken to address bullying are both outstanding. A few parents did not agree that the school helps their child have a healthy lifestyle, although inspectors found that this aspect of development is good. Inspectors also reviewed the information given to parents regarding their children's progress and the help given to parents to support their child's learning and found these aspects were both good.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lynn Grove VA High 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 205 completed questionnaires by the end of the on-site inspection. In total, there are 1131 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	36	112	55	14	7	4	2
The school keeps my child safe	72	35	124	60	7	3	2	1
My school informs me about my child's progress	44	21	127	62	23	11	1	0
My child is making enough progress at this school	53	26	132	64	10	5	0	0
The teaching is good at this school	62	30	122	60	12	6	2	1
The school helps me to support my child's learning	36	18	128	62	30	15	0	0
The school helps my child to have a healthy lifestyle	28	14	134	65	32	16	2	1
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)	66	32	113	55	5	2	0	0
The school meets my child's particular needs	58	28	124	60	13	6	1	0
The school deals effectively with unacceptable behaviour	52	25	104	51	21	10	9	4
The school takes account of my suggestions and concerns	31	15	121	59	19	9	7	3
The school is led and managed effectively	57	28	118	58	10	5	7	3
Overall, I am happy with my child's experience at this school	76	37	115	56	5	2	3	1

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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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 October 2010

Dear Students

**Inspection of Lynn Grove VA High School, Great Yarmouth, NR31 8AP**

Thank you for making us so welcome when we visited your school recently, for spending time talking to us and for showing us your work. We were highly impressed by your politeness, your behaviour and by your support for each other. In fact, we were highly impressed by your school which we judge to be outstanding. Your headteacher and all the staff are committed to helping each and every one of you to do your very best. The way your school is led and managed is outstanding, as is the care, guidance and support you are given. Other real strengths of your school are the way it helps you to develop personally and the strong sense of community it has developed, both within and beyond the school.

You told us that you enjoy being at Lynn Grove school, and we could see why. Your teachers have very high expectations. They make your lessons interesting and help you to make very good progress. However, they do not always let you know precisely what you need to do, lesson-by-lesson, to meet your own specific needs, or always give you clear information as to how to improve your work in their marking. To help you make the best possible progress we have asked Mr Evans, the staff and governing body to take the following action.

Give you precise and specific success criteria in lessons, matched to your expected levels or grades.

Improve the quality of marking by giving regular, concise and detailed feedback to you, so that you know exactly how to improve your work.

You can help by continuing to have such a positive attitude to your learning, and by continuing to attend punctually and regularly. You can also help by making sure that you evaluate your work in the light of teachers' identified success criteria and that you make improvements to your work in the light of your teachers' feedback. We wish you well for the future.

Yours sincerely

Heather Weston

Lead inspector

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