

Edward Worlledge Community Junior School

Inspection report

Unique Reference Number	120977
Local Authority	Norfolk
Inspection number	358892
Inspection dates	22–23 March 2011
Reporting inspector	Norma Ball

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Janet Mann
Headteacher	Dawn Kightley
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons. They also visited small out-of-class teaching groups and observed 12 teachers. The inspection team met parents and carers informally on the first day of the inspection and held meetings with the headteacher, teaching staff, members of the governing body and pupils. Inspectors observed the school's work and scrutinised samples of pupils' work, the school's systems for tracking pupils' progress, management and curriculum documentation, teachers' planning and safeguarding documents. They took account of questionnaire responses from 79 parents and carers, 34 from staff, and 191 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do teachers use what they know about pupils' progress to set consistent challenge for all groups, especially pupils with special educational needs and/or disabilities and the more able?
- How well has the curriculum been adapted to meet the needs of all groups of pupils and how effective have strategies to help raise achievement in English and mathematics been?
- Do leaders and managers, especially the governing body, monitor developments in the school rigorously to ensure there is consistent improvement in achievement for all groups of pupils?

Information about the school

The school is of an average size but the number of pupils on roll has fallen since September 2008 when the school was reorganised from a middle to a junior school. An above average proportion of pupils who attend Edward Worlledge are eligible for free school meals. The majority of pupils are White British. Amongst the small proportion of pupils who come from minority ethnic backgrounds a few speak English as an additional language. A much higher than average proportion of pupils have learning difficulties and/or disabilities and those with a statement of special educational need is also much higher found in most schools. A larger than average proportion of pupils join or leave the school partway through this phase of their education. More than one third of the pupils in Year 6 in 2010 were new to the school. The school holds the Artsmark 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

This is a good school where pupils make good progress and receive outstanding care, guidance and support. Pupils behave well and enjoy their learning because their lessons are interesting and they have a wide range of out of class learning experiences. Pupils' personal development is promoted well as is evident in the care and respect they show for each other and their enthusiastic support of many charities. They have a good understanding of how to keep safe and follow a healthy life style. Parents and carers value all that the school provides and one said, 'I am very pleased with my child being at this school. They do many activities with the children and parents which help the children learn.'

In 2010, attainment at the end of Year 6 remained broadly average but had improved in mathematics. Pupils are helped to settle quickly at whatever stage they join the school. Their needs are accurately and quickly assessed and a wide range of flexible, well-targeted support is planned for them. Pupils' progress is monitored carefully and clear targets in English and mathematics help pupils identify what they need to learn next. As a result pupils of all ability, including the large proportion of pupils who have special educational needs and/or disabilities, make good progress and achieve well. They enjoy their learning experiences and grow in confidence in their time in school. Although pupils' progress is monitored and regularly reviewed across classes so underachievement is identified quickly, assessment information is not always used effectively enough by class teachers to inform lesson planning. This is especially so when it comes to planning sufficiently challenging work for more able pupils to enable them to reach even higher standards of attainment in English and mathematics.

The outstanding care pupils receive also embraces the family group and is extended beyond school by an extensive and excellent range of links with agencies and partnerships in the local area. The curriculum is adapted well for the needs of different groups of pupils and strategies to improve the progress pupils make in literacy and numeracy are showing clear signs of success in their improving achievement. Cross-curricular links have improved since the last inspection and make learning more interesting.

The headteacher works in close partnership with the deputy headteacher and together they provide strong, effective and innovative leadership for a united team. The governing body is very supportive of the school, has a wide range of skills and all governors are improving their knowledge of the school through their membership of the curriculum subject teams. However, the governing body does not monitor all areas of the school's work with equal rigour and so do not provide a high level of challenge for senior leaders and managers. Community cohesion is good and safeguarding arrangements are well managed and securely integrated into the school. The school has successfully addressed the development points from the previous inspection. Self-evaluation is reflective and

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accurate, all leaders and managers demonstrate a strong will to move the school forward and there is a good capacity to improve further.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by ensuring that teachers use what they know about pupils' progress consistently to plan tasks in lessons that fully challenge all pupils, especially those of higher ability.
- Improve the impact of governance by ensuring that the governing body monitors all aspects of the school's work more rigorously and provides sharper challenge for senior leaders and managers.

Outcomes for individuals and groups of pupils

2

Attainment declined immediately after the reorganisation of the school in September 2008 but is now improving, although it remains broadly average. Pupils enter the school with attainment that is below average. Those pupils who join the school after Year 3 have often lagged behind in their learning or have special educational needs and their attainment is often well below average. Attainment in mathematics has improved with a focus on developing problem solving skills using exciting real or imaginary examples. In a Year 4 lesson, for example, pupils worked in groups responding to the instructions given by an explorer to help mark out an ancient temple and locate within it the possible place for the treasure table.

In English carefully organised reading sessions have resulted in improved reading skills and there is now a focus on improving pupils' vocabulary to extend writing skills. In a Year 6 lesson pupils received a letter from the headteacher announcing a decision to take part of their play space for staff use. Pupils were deeply involved in deciding what effective arguments they could make against the decision. They visited the area to identify what alternatives suggestions they could make and considered carefully the right descriptive vocabulary to use. The lesson gripped pupils' interest, they worked hard and made good progress.

Pupils with special educational needs and/or disabilities make good progress from their individual starting points because of the good support they receive in class and in the flexible and carefully planned intervention programmes out of class. Pupils with English as an additional language contribute well to lessons and also make good progress.

Pupils behave well in lessons and around the school. Some pupils find concentration or quiet behaviour difficult but they are well managed by staff and learning is not interrupted. A wide range of important duties are undertaken with pride and diligence by pupils. The views of the school council are canvassed regularly and Year 6 pupils help in the school office at lunch time and other school based duties. Attendance is average. A significant number of authorised absences are for pupils and their parents and carers to attend a wide range of appointments for medical, educational or other external support sessions.

Pupils feel safe in school and many see it as a haven in which lots of exciting opportunities are open to them. One pupil said, 'Our school has discipline and you know your bounds. Teachers are kind to you and you learn a lot.' Pupils' spiritual, moral, social and cultural development is good and reflected in their good relationships and awareness of other

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faiths and cultures around the world. Links with schools in other continents are developing and projects, such as the India theme, provide in depth understanding of life in another part of the world. The good achievement of pupils, their enjoyment of learning and their good personal development ensure they are well prepared for the next stage in their education.

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

¹ 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?

Teachers set clear learning objectives for lessons. Through careful questioning they assess pupils' understanding and encourage them to develop their speaking skills in explaining their ideas. This is especially true for pupils with special educational needs and/or disabilities who take a full part in class and group discussions and are encouraged to develop their independence. Lessons proceed at a lively pace and exciting activities ensure pupils remain involved and interested in their work. However, not all teachers use what they know about pupils' progress to plan tasks in lessons that stretch them fully, especially the more able. Marking is of a good quality, identifying how and where a piece of work can be improved and what pupils need to learn next. Pupils are encouraged to respond to teachers' comments in their books and assess for themselves how well they are doing. Teaching assistants are well deployed and provide good support to pupils in a variety of settings.

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The curriculum meets the needs of pupils well. In addition to the initiatives to improve progress in literacy and numeracy, the development of links between subjects provides additional opportunities for pupils to extend their writing and number skills. The recent work on India involved pupils in writing tasks, geography, history, religious studies of Hinduism, food technology and art work. Vibrant displays of pupils' art work are in all areas of the school endorsing evidence for the Artsmark award. Enrichment of learning outside the classroom through an extensive range of links to other schools and organisations such as The Royal Horticultural Society and the local superstore provide a range of exciting dimensions to classroom learning.

The care, guidance and support provided are of a very high quality and help pupils to develop good social skills and a growing love of learning which adds to their progress. The school responds quickly to changing circumstances in pupils' development or lives outside school. Induction arrangements, at whatever stage pupils join the school, are exceptionally well organised and tailored for individual needs. This means that pupils settle rapidly to their learning and develop confidence as their skills improve. Transfer arrangements are likewise sensitively organised to ensure pupils are confident about the move. The excellent care in school is extended by an extensive range of links with agencies and support services. Attendance is very closely monitored. Daily text messages are sent to families where pupils are absent, and in some cases the school mini bus is used to bring pupils to school who might have difficulties with their journey or punctuality. The number of persistent absentees has been reduced significantly as a result.

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 provides clear and confident leadership for the school. A large proportion of pupils have a diverse range of needs and staff share the passion of senior leaders to continue to raise achievement for all pupils in a caring and fully inclusive environment. They are united in their ambition to continue to improve the school. Teaching and learning are closely monitored and pupils' progress is checked carefully. As a result, the progress that pupils make, from a very broad range of starting points, is good. Attainment is showing clear signs of improving although it still remains broadly average. The recent re-organisation of subject leadership into subject teams has already proved effective in improving the frequency of monitoring of subject areas. Senior staff continue to lead subject development well and are supported by other colleagues. All pupils are treated fairly and equally and the school is free from any form of discrimination. Every pupil is known and valued as an individual and supported extremely well so they achieve well in their time in the school.

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Parents and carers are kept well informed of their children's progress and all new developments. Many joint activities are organised for them to share in their children's learning and to find out more about how they can help at home. The safeguarding of pupils welfare is good and supported by policies that are well integrated in the school with regular training sessions for staff. Community cohesion is promoted well. Pupils from different backgrounds get on well at school. They are gaining good awareness of the wider dimensions of their local community as well as developing effective understanding of their future role as global citizens. The school has clear plans to extend pupils' understanding of the cultural diversity of society in the United Kingdom. Members of the governing body are extending their regular involvement in the school to enable them to ask more penetrating questions and so provide equal challenge and support for senior leaders and managers to help drive the school forward.

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	3
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

Views of parents and carers

An average number of parents and carers returned the questionnaire although the school's recent survey had attracted a larger response. A very large majority of parents and carers, including those who spoke to inspectors, are pleased with all aspects of the school. They value the fact that their children enjoy school and are safe. They are also pleased with how well they are kept informed about their child's progress. A few parents and carers expressed concerns about how effectively the school deals with unacceptable behaviour. Pupils confirmed that sometimes a few of their peers, some with behavioural problems, do not behave well but confirmed that staff deal with any small incidents of poor behaviour quickly and effectively. The inspection evidence reflects this and overall behaviour in classes and around the school was judged as good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edward Worledge Community Junior 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	46	43	54	0	0	0	0
The school keeps my child safe	33	44	41	52	1	1	0	0
My school informs me about my child's progress	34	43	44	56	1	1	0	0
My child is making enough progress at this school	31	39	41	52	6	8	0	0
The teaching is good at this school	35	44	41	52	2	3	1	1
The school helps me to support my child's learning	28	35	47	59	2	3	1	1
The school helps my child to have a healthy lifestyle	24	30	53	67	1	1	1	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)	25	32	49	62	3	4	1	1
The school meets my child's particular needs	31	39	41	52	4	5	1	1
The school deals effectively with unacceptable behaviour	25	32	42	53	7	9	2	3
The school takes account of my suggestions and concerns	25	32	45	57	4	5	2	3
The school is led and managed effectively	29	37	44	56	2	3	1	1
Overall, I am happy with my child's experience at this school	34	43	41	52	1	1	2	3

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



24 March 2011

Dear Pupils

Inspection of Edward Worlledge Community Junior School, Great Yarmouth, NR31 0ER

Thank you for welcoming us to your school and being so helpful and polite to us. We enjoyed talking to you and looking at the exciting work you do. We watched, with great interest, the gardening tasks that some of you were doing with the help of a visitor to prepare the soil and plant your vegetable seeds. We were also impressed with the many examples of your art work around the school including the masks and lanterns you made for the Mardi Gras carnival.

We saw how much you enjoy your lessons and you told us you find learning fun because teachers make your lessons interesting. You get on together and behave well. You know a lot about being safe and healthy. We think that you make good progress in your time at Edward Worlledge and you are extremely well cared for. You make a good contribution to your community and are learning a lot about the world in which you live. Your headteacher, other staff and the governing body work well together to make your school a happy place in which to learn.

You told us yours was a good school and we agree with you. We have suggested two things which we think would help to make your school even better.

To make learning more challenging for all of you, especially those of you who find learning easier, we have suggested that the tasks you are given in lessons are not too easy but really make you think hard so that you make even better progress.

In order to make sure that your school gets better and better we have asked members of the governing body to do all they can to check that things are working well in school and to make sure they ask lots of questions so they can help guide the school to improve.

You can help by continuing to work hard and doing your best at school. It was a great pleasure to visit Edward Worlledge and we wish you every success for the future.

Yours sincerely

Norma Ball

Lead inspector

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