

Flegg High School

Inspection report

Unique Reference Number	121218
Local Authority	Norfolk
Inspection number	358965
Inspection dates	19–20 May 2011
Reporting inspector	Gillian Salter-Smith

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

Type of school	Comprehensive
School category	Foundation
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	971
Appropriate authority	The governing body
Chair	Chris Wallace
Headteacher	Russell Boulton
Date of previous school inspection	16 January 2008
School address	Somerton Road Great Yarmouth NR29 4QD
Telephone number	01493 740349
Fax number	01493 740223
Email address	office@flegg.norfolk.sch.uk

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St Ann's Square
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M2 7LA

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Introduction

This inspection was carried out by five additional inspectors. Forty lessons were observed and 38 teachers were seen. Meetings were held with staff, members of the governing body, groups of students and the School Improvement Partner. Inspectors observed the school's work and documents looked at included the school self-evaluation form, the school improvement plan, the school's analysis of students' progress and attainment, and documents and policies relating to the safeguarding of students. Questionnaires were received and analysed from 105 students and from 184 parents and carers.

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

- Is the upward trend of improvement in attainment and progress being sustained, particularly in English, for higher-attaining students and for students with special educational needs and/or disabilities?
- To what extent are most groups of students involved in activities which contribute to the school and the wider community?
- How consistent and effective are teaching and assessment in leading to good progress for students, especially in English, for more-able students and for those with special educational needs and/or disabilities?
- To what extent does the specialism in business and enterprise support students' achievement and preparation for economic well-being?
- How effective are leaders at senior and middle leader level, and the governing body, in bringing about sustainable improvement in achievement and the quality of provision?

Information about the school

Flegg High School is an average-sized secondary school. The large majority of students are from White British backgrounds. The overall proportion of students with special educational needs and/or disabilities is average, although the number with a statement of special educational needs is above the national average. There are seven students looked after by those other than their own parents.

The headteacher has been in post since September 2009. The school has had specialist status for business and enterprise since September 2004. The school will become a Trust school from 17 June 2011. The school has been part of the Gaining Ground scheme designed to support schools and move them forward. Awards achieved recently include Investors in Families Award and the Excellence in Enterprise Education 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

Flegg High is a good school. The clear focus of senior leaders on the right priorities is successful in bringing about improvements. Attendance is now high and has improved significantly because of the excellent support provided for many students whose attendance was poor. The strong focus on improving teaching, learning and the use of assessment is helping to accelerate progress. The good teaching in the majority of lessons, alongside very well-targeted support and guidance for students at risk of underperforming, is resulting in good achievement. The improved use of information on students' progress has helped to identify students at risk of underachievement quickly and to help senior leaders and most subject leaders to hold staff more closely to account for the progress of students. The improved curriculum is carefully planned to meet students' individual needs well. The more relevant courses have contributed to improved attendance and achievement. In successful partnership with many local providers, the curriculum gives students many opportunities to follow their interests through from age 14 to 19. Subject leaders have improved their roles. Most work closely with staff to improve less effective areas of provision. However, not all middle leaders have developed the skills to be confident in recognising where and how provision needs to be improved.

The specialist status of the school makes a strong contribution to students' good achievement, especially in business, mathematics and information and communication technology (ICT). The wide range of enterprise activities helps to prepare students for the world of work and their future economic well-being. Students make an outstanding contribution to both the school and wider communities. The exceptional breadth of community activities involves most groups of students.

The governing body is supportive of the school's work but is in the early stages of developing the skills and confidence needed to take on a rigorous role in self-evaluation. Accurate self-evaluation by senior leaders, based on a rigorous monitoring of outcomes and the quality of provision, provides an accurate understanding of the school's strengths and areas for improvement. Although around three in every five lessons are good and a few are outstanding, there remain inconsistencies. Not all staff use the good information they have about students' progress to match tasks to individual needs. Previous areas of weakness have been tackled robustly so that the achievement of current students in English, of higher-attaining students, and those with special educational needs and/or disabilities, is rising and is now good. Many aspects of the school's work have improved since the previous inspection, demonstrating the school's good capacity to improve further.

Most parents and carers are happy with their child's experience in school although a few do not consider that enough account is taken of their views or that the school's systems of communication to be effective enough.

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What does the school need to do to improve further?

- Increase the proportion of lessons that are good or better to at least three-quarters within 12 months by:
 - ensuring every teacher makes more precise use of assessment information to plan and match work to the needs of all students
 - extending further the sharing of good practice in teaching and learning
 - strengthening the skills of middle leaders in monitoring teaching and learning and recognising how to improve provision.
- Increase the skills and confidence of the governing body in monitoring provision and supporting the long-term development of the school by taking more opportunities to experience of the work of the school first-hand.
- Improve communication by taking account of the views of a wider range of parents and carers when making decisions about changes and development within the school.

Outcomes for individuals and groups of pupils

2

Students settle to tasks quickly, are eager to succeed, and display good behaviour that supports learning in most lessons. In many lessons, students respond well to varied and interesting tasks that fully engage them. They benefit from opportunities to work in pairs and groups and discuss their work in a structured way. In an outstanding Year 9 geography lesson, students gained a great deal from working as a group to build a model shelter for habitation in a 'shanty town'. This led to wide-ranging yet well-focused discussion on what was important to survive and what might contribute to the quality of life in a shanty town. Students know their target grades. Their mature involvement in self- and peer-evaluation of work in many lessons contributes to their understanding of what they need to focus on to improve. In a few lessons, students are less engaged because tasks are not stimulating enough or matched well enough to their needs.

Attainment on entry to the school is average overall, with some variation between cohorts. A rising trend in attainment and achievement over the past three years has resulted in students reaching significantly above average results in key indicators, such as the proportion of students gaining five or more good GCSE grades including English and mathematics, and attainment in mathematics and science. However, other indicators, such as those for achievement in English especially for girls, higher-attaining students and those with special educational needs, although improving, have been below average. The school recognised where the weaknesses lay and has taken effective action to eradicate these. Inspection evidence shows that, for all groups of students currently in the school, the upward trend of improvement is sustained and that gaps between girls and boys are closing.

Students feel safe and secure in school and know adults are there to provide support when they need it. Students are prepared well to adopt healthy lifestyles with a high level of involvement in extra-curricular school sport and a good take-up of healthy school meals. Students take their responsibilities very seriously, including those that involve reviewing the impact of teaching on learners. They are very keen leaders of sport, especially in local schools and community groups. Students benefit from many enterprise

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activities organised through the specialism. A horticultural group grows produce and sells it to the school kitchen and an agricultural science unit rescues battery chickens and sells eggs to the local community.

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	1
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	1
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?

Teaching and the use of assessment to support students' learning have a positive impact on progress in most lessons. Teachers have good subject knowledge that enables them to plan activities that build on students' prior learning and to pose questions that deepen students' knowledge and understanding. Relationships between students and teachers are mostly positive and contribute well to learning and progress. A common approach to planning and structuring of lessons ensures that students know the purpose of lessons, that a good range of relevant activities engages students and that the pace of learning is maintained. In many lessons, students are enabled to work independently and cooperatively in groups. Resources and ICT are used well to support learning. Students with special educational needs and/or disabilities are well supported in most lessons because teachers are aware of students' needs and support staff are deployed well. Students know their target grades or levels and what they need to do to reach them. Teachers' marking of work usually gives a clear indication of how well students are doing and what they need to do to improve. Where teaching is less effective, expectations of students' learning are not high enough because assessment information is not used

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precisely enough to plan and match work to meet the needs of all students. Occasionally, the pace of activities slows, students are less engaged and low-level disruptive behaviour is not always tackled effectively. The revised curriculum includes a careful selection of accredited courses that meets students' needs and is leading to improved achievement, including in the specialism of business and enterprise. The breadth of courses available to students has increased as strong partnerships with many local providers are developed. Students have the opportunity to choose to follow accredited courses that interest them from Year 9, although this development has not had time to affect outcomes for the school. A good focus on improving students' basic skills in literacy, numeracy and ICT is evident in most subjects. A very wide range of extra-curricular activities, especially in sport, contribute to students' good personal development.

The close tracking of students' academic progress leads to early identification of potential underachievement. Consequently, a wide range of strategies support individual students, helping them to catch up. The recently reorganised provision for students with special educational needs and/or disabilities ensures that support is well-targeted, meets their needs well and has improved their progress. Student services provide good pastoral care for students, especially for those looked after by adults other than their own parents and students deemed to be potentially vulnerable. Case studies of individual students demonstrate how staff work effectively in partnership with local agencies to provide a wide range of support. Outstanding support, particularly for students and their families deemed to be potentially vulnerable, has led to significantly improved attendance and rising attainment.

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	2

How effective are leadership and management?

Much has been achieved over the past two years, during which time the school has moved from a period of reliance on local authority support through the Gaining Ground scheme to the current situation where most leaders and staff are confident and support improvement effectively. The headteacher and senior leaders set high expectations of themselves and staff. Priorities are clearly communicated to staff and there is a shared ambition to improve. The school improvement plan sets out the right priorities and underpins the drive for improvement. Academic targets set for students, subjects and the school are challenging and performance management targets for staff are well focused on school priorities. Middle leaders are making different rates of progress in developing their monitoring role. Restructured teams of leaders and managers at senior and middle levels have helped to bring a greater emphasis on improving teaching and learning. In-service training is focused well on areas recognised for improvement through observations. Staff

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benefit from sharing good practice within the school, and leaders recognise the need to develop further ways for staff to work together on identifying and developing good learning and teaching.

The governing body is increasingly aware of the school's strengths and weaknesses and is becoming well informed of the school's academic performance. However, its members do not have extensive first-hand experience of the work of the school and lack some confidence in monitoring its work. The governing body fulfils its statutory duties to ensure the health, safety and well-being of students. The single central record of checks on staff and members of the governing body fully meets requirements. Arrangements for child protection are rigorously followed, and all staff and members of the governing body receive up-to-date training in safeguarding in excess of requirements.

The school pays good attention to ensuring equality of opportunity and tackling discrimination. As a result of close monitoring of the progress of groups of students and individuals, swift action is taken to support individuals and groups. In consequence, the gap in achievement between different groups of students is closing, for example, between girls and boys, and for students with special educational needs and/or disabilities.

The school consults with parents and carers on decisions and changes. However, when events for this purpose are not well attended, not enough is done to broaden the consultation and involve more parents and carers. Good partnerships with local schools and providers are supporting improvements to the curriculum and to systems of assessment.

The school has a good understanding of its religious, socio-economic and ethnic context. Students have good opportunities to communicate with and understand people from different backgrounds locally and in the global context, including good contact with other local schools and charity groups. Less well developed are opportunities for understanding the diverse communities of the United Kingdom.

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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	2
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

The large majority of parents and carers responding to the questionnaire support the work of the school. Most consider that the school keeps their children safe and that they are kept well informed about their children's progress. These views are supported by the findings of the inspection. A minority do not consider that the school takes enough account of their suggestions and concerns or that the school helps them to support their children's learning. The inspection finds that the school could do more to involve more parents and carers in the activities that they arrange for these purposes. A minority feel that the school does not do enough to help their children to have a healthy lifestyle or to deal effectively with unacceptable behaviour. Inspection findings show that the school provides good opportunities for students to take up healthy eating and activities. Behaviour is good in lessons and around the school and is managed well in most circumstances.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Flegg 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 184 completed questionnaires by the end of the on-site inspection. In total, there are 971 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	22	111	60	27	15	4	2
The school keeps my child safe	39	21	133	72	11	6	1	1
My school informs me about my child's progress	60	33	105	57	13	7	5	3
My child is making enough progress at this school	46	25	104	57	25	14	4	2
The teaching is good at this school	29	16	120	65	23	13	5	3
The school helps me to support my child's learning	24	13	108	59	42	23	4	2
The school helps my child to have a healthy lifestyle	17	9	121	66	33	18	7	4
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)	27	15	112	61	28	15	4	2
The school meets my child's particular needs	29	16	117	64	28	15	4	2
The school deals effectively with unacceptable behaviour	25	14	95	52	34	18	17	9
The school takes account of my suggestions and concerns	21	11	101	55	32	17	14	8
The school is led and managed effectively	33	18	109	59	23	13	8	4
Overall, I am happy with my child's experience at this school	43	23	103	56	28	15	7	4

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



23 May 2011

Dear Students

Inspection of Flegg High School, Great Yarmouth NR29 4QD

Thank you for the welcome you gave to the inspection team. It was good to meet and talk with many of you and to see you at work in lessons.

Yours is a good school. It is improving rapidly because leaders and managers have a good understanding of what is going well and take swift and appropriate action to make sure improvements are made. Your contribution to the school and the wider community is outstanding, and you have a mature approach to your roles and responsibilities. You make good progress and achieve well because good teaching in most lessons includes a wide range of activities that capture your interest. You behave well in most circumstances. You tell us that you feel safe and secure in school and that staff take good care of you. Your attendance is exemplary and is helping you to achieve well. Your progress is assessed often and staff make sure that you get the support you need to catch up.

In order for you to achieve even better, inspectors have set a target for the school to increase the proportion of lessons that are good or better to at least three-quarters within 12 months. We have asked leaders to improve communication with your parents and carers so that more of them have a say in how the school develops. We have also called for the governing body to extend its role in shaping the direction of the school.

You can play your part by keeping up your high levels of attendance and maintaining the positive attitudes that are helping you to keep on track towards achieving your targets.

Yours sincerely

Gillian Salter-Smith

Lead inspector

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