

Edward Worlledge Community Junior School

Suffolk Road, Great Yarmouth, NR31 0ER

Inspection dates 12–13 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' attainment at the end of Year 6 in reading, writing and mathematics is too low.
- Some teachers do not check how well pupils are achieving in lessons and do not make sure that all pupils are working to their full capabilities.
- The work that teachers set for pupils in lessons is often too hard or too easy.
- Some marking does not show pupils how to improve their work.
- Pupils do not have enough opportunities to practise and develop the skills they have learnt in English and mathematics in other subjects.
- Leaders, staff and governors do not all fully understand the new system for tracking pupils' progress.
- Governors do not hold school leaders to account rigorously enough for standards and progress within the school.

The school has the following strengths

- A strong, supportive staff team ensures that the school is a happy and welcoming community.
- Pupils behave well in lessons and around the school. They say they feel safe and they are keen to learn.
- Attendance is above average.
- The well-attended breakfast club gives pupils a settled start to the day.
- The quality of teaching is improving and is having a positive impact on the standards and progress made by all pupils.
- Pupils have good opportunities to contribute to take part in a variety of sports, musical activities and visits.
- Parents benefit from the opportunity to learn about the school's teaching methods so they can support their child's learning at home.

Information about this inspection

- The inspectors observed 19 lessons. Of these, six were observed jointly with the headteacher or deputy headteacher. Inspectors also looked at pupils’ work, listened to pupils reading in Year 3 and Year 6, and observed break-time.
- The team held meetings with leaders and managers, representatives of the governing body, two groups of pupils, an external adviser working with the school and a family. The lead inspector spoke to a representative of the local authority on the telephone. In addition, inspectors spoke informally to parents as they brought their children to school and to a group of parents attending a workshop within the school.
- The range of documents examined included: the school’s self-evaluation; the school development plan; documents relating to the safeguarding of pupils; minutes of governing body meetings; information on pupils’ progress and attainment; information about the performance of teachers and records of pupils’ attendance, exclusion and behaviour.
- Inspectors took account of the 27 responses to the online questionnaire (Parent View). In addition, inspectors looked at the responses to a questionnaire distributed to parents by the school last week, and analysed questionnaires completed by 35 members of staff.

Inspection team

Valerie Palmer, Lead inspector

Additional Inspector

Paul Hughes

Additional Inspector

Full report

Information about this school

- Edward Worlledge is smaller than the average-sized primary school.
- Most pupils are White British. The proportions of pupils from minority ethnic backgrounds and of those who speak English as an additional language are below average.
- The proportion of pupils supported by the pupil premium is higher than average. The pupil premium is additional funding for pupils known to be eligible for free school meals, those in the care of the local authority, and those with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is twice the national average.
- Alternative provision is made for a very small number of pupils to be taught at the Specialist Resource base at Hillside Primary School.
- The school has a specially resourced provision for pupils with special educational needs. It caters for seven pupils aged between six and eleven years of age who are autistic. The provision is known as the County Specialist Resource Base.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve all teaching to good or better in order to accelerate pupils' progress and raise their attainment by ensuring that:
 - marking gives pupils clear guidance on what they need to do to improve their work
 - pupils have better opportunities to use and apply the skills they have learnt in English and mathematics in other subjects
 - teachers check how well pupils are achieving in lessons so that they can ensure that they work to their full capacity and make good progress
 - all staff understand and use the new system for tracking pupils' progress and achievement to set tasks which are better matched to pupils' different abilities.
- Improve the quality of leadership, management and governance, in order to improve pupils' achievement, by ensuring that:
 - all leaders and governors carefully monitor and understand the use of information about achievement in order to accelerate progress for all pupils
 - governors challenge senior leaders and hold them to account for standards and progress throughout the school.

An external review of both governance and the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and governance may be improved.

Inspection judgements

The achievement of pupils **requires improvement**

- Achievement requires improvement because standards are too low. Standards achieved in Year 6 in 2013 were well below the national average in English and mathematics. Pupils were more than a year behind pupils nationally in English and mathematics. Floor standards are not met because pupils' progress also appeared low in relation to the levels at which they were assessed at the end of Year 2. On starting in Year 3, pupils were assessed by the school with attainment which was well below average. Taking that as their starting point, Year 6 pupils' progress over their four years at the school was broadly average.
- Pupils' progress is better in writing than in reading and mathematics. Fewer pupils than average make or exceed the expected progress of two National Curriculum levels across the key stage.
- The pupils in Year 6 in 2013 for whom the school received pupil premium funding made less progress than their peers in reading, but made similar progress in writing and mathematics. Their standards were around two terms behind their classmates in mathematics and writing and almost 18 months behind in reading. The extra funding has been used to support specific pupils on a one-to-one basis, employ additional adults to support small groups, both inside and outside the classroom, and to ensure that all pupils can take part in visits and residential trips, and attend the breakfast club. School information this year shows that all pupils who receive pupil premium support are catching up with those who do not, and the gap in attainment is closing in reading, writing and mathematics.
- More-able pupils do not make as much progress as they could because they are not given challenging enough work to do.
- Disabled pupils and those who have special educational needs make similar progress to their peers. They receive good support within classrooms in small groups and work is adapted to their needs. Knowledgeable teaching assistants explain tasks well and check pupils' understanding regularly.
- Pupils who attend alternative schools are monitored carefully to make sure that they attend well and that the provision meets their needs.
- Pupils who attend the County Specialist Resource Base make good progress in reading, writing and mathematics. They make good progress in social skills as staff ensure that there are many opportunities, in a range of situations, for them to interact with both adults and their peers. The curriculum is especially adapted to meet their requirements and adults provide patient and caring one-to-one support.
- The small numbers of pupils from minority ethnic backgrounds and those who are new to English make broadly the same progress as their classmates.
- Inspection evidence shows that all year groups are making better progress this year, and pupils in Year 6 are on track to reach the government's floor standards in reading, writing and mathematics in 2014.
- The school has successfully focused funding on enhancing reading resources in order to raise standards. This has encouraged pupils to take a greater interest in reading at home and at school. When they read, pupils make good use of their knowledge of the sounds that letters

make (phonics) to read unfamiliar words.

The quality of teaching requires improvement

- Teaching requires improvement as the work set for pupils is sometimes too easy, marking does not always give pupils clear information on how to improve their work and not enough opportunities are given for pupils to practise the skills they have learnt in English and mathematics in other subjects.
- Pupils learn many new skills within lessons but do not always have enough opportunity to practise or apply them in other subjects. As a result, their progress is not as good as it should be.
- In some lessons, learning time is lost. Sometimes, pupils finish the task and have to wait too long for something else to do. At other times, the work is too easy for some pupils. When this occurs, it is due to teachers not making enough use of information about what pupils already know and can do to set work that is suitably challenging.
- Because teachers do not check pupils' ongoing progress in lessons, they are not able to intervene to set higher challenges or give more work. This slows progress, particularly for the more-able pupils.
- A scrutiny of books shows that marking is not consistent. The quality of marking in literacy is better than in other subjects. The next steps that pupils need to take to move their learning on are set out clearly and precisely and this is reflected in the higher achievement in writing seen in all year groups. However, this calibre of marking is not applied to other subjects, where pupils are not as clear about what they need to do to improve their work.
- The large majority of the teaching seen during inspection was good, showing the positive impact of recent initiatives to improve its quality. Leaders and external personnel have undertaken regular lesson monitoring since September 2013 and provided staff with sharper areas of focus to improve the quality of teaching. These recent initiatives have resulted in an improving picture of teaching.
- Relationships are strong within the school. Pupils say that staff are friendly and that teachers make learning fun. This was demonstrated in a lesson relating to angles. Great excitement and hilarity preceded the final stage of a mathematics lesson, when the teaching assistant, with eyes closed, was successfully directed around the classroom by pupils using the correct mathematical language.
- Pupils say they enjoy their lessons as they like the balance between practical and written work. Themes are engaging and motivate pupils to want to learn. Year 6 pupils initially found the idea of problem solving in mathematics using ratios unappealing until they were aware that the answers would enable them to have an exciting and enjoyable end-of-year party!
- Teachers provide positive opportunities for learning to continue at home. Regular homework is provided and pupils make good use of computer programs on mathematics, which they can access at home.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite to adults and respectful to each other. They hold doors open, greet adults and listen attentively when other pupils speak during classroom discussions. They move sensibly on the stairs, are calm around the school and behave well at play and break times.
- There have been few exclusions. However, the school has good strategies to help those pupils who find managing their own behaviour difficult. It works well with additional agencies to ensure that pupils whose circumstances might make them vulnerable are effectively supported.
- Pupils have positive attitudes to learning. They work hard and concentrate well in lessons. They take a pride in their success. They collaborate well during paired and group work and listen respectfully to each other when they express opinions.
- The school's work to keep pupils safe and secure is good. Pupils are aware of the different forms of bullying and are confident that an adult will always help if needed. Younger pupils said that occasionally there was a little bullying, but older pupils were definite that there was 'falling out but no bullying'.
- Pupils are well cared for throughout the school. They are proud of their school and say 'We are like a big family.' They are aware that if they feel upset or angry they can go to an adult who will take time to talk to them. Pupils say this helps them to feel 'relaxed' and 'something in your heart changes' and 'you feel better'.
- Pupils have a good understanding of how to keep safe in a variety of situations. They talk about keeping safe when using the computers, have an awareness of the dangers of drugs and know how to ride a bicycle responsibly. They say that school is 'the safest place to be apart from home'.
- Pupils in the County Resource Base behave well. They take part in a range of activities which encourages them to interact and work successfully with adults and their peers. They are encouraged to speak, take turns and listen to one another to encourage social skills.
- School leaders have worked successfully to raise attendance, which is consistently above average.

The leadership and management requires improvement

- Leaders have not taken sufficient action quickly enough to improve the quality of teaching over time and raise standards so that more pupils make the good progress of which they are capable. However, recent actions are beginning to have a positive impact.
- Senior leaders are very aware of the areas of achievement and progress which need to improve. However, until recently, the school development plan did not show the detailed success criteria, funding and dates for completion of tasks in order to raise pupils' attainment. This meant that governors did not have the information they needed to monitor school leaders' performance.
- A recently introduced system for tracking pupils' attainment and progress is helping staff to set challenging targets for pupils and to plan more effective lessons. However, this system is not yet fully understood by all staff and governors. Governors and leaders are undertaking additional

training in order to be better able to monitor pupils' achievements and hold staff to account for pupils' progress.

- The committed headteacher and deputy headteacher lead an enthusiastic and knowledgeable team. Their caring attitude and welcoming manner was favourably commented upon by a number of parents. The positive culture among staff and pupils successfully promotes good behaviour and attitudes from pupils. However, it has only recently that teaching has started to improve.
- The headteacher undertakes regular monitoring of lessons to determine the quality of teaching. Additional training is identified through professional meetings with staff and they are aware of the relationship between their pay progression and pupils' progress. The targets set for teachers are now more sharply defined and so leaders are more readily able to monitor and evaluate their progress towards achieving them.
- The subjects taught are organised around themes which encourage pupils' engagement and stimulate their imaginations. There are many opportunities for pupils to take part in additional out-of-school activities, such as 'mathletics', 'dancercise', sign language, 'pampering and relaxation' and a wide variety of sporting and music activities. The curriculum is further enhanced by visitors to school, visits to interesting places and an opportunity in each year group to attend a residential activity. Themed days broaden pupils' knowledge of other cultures and faiths and contribute to their spiritual, moral, social and cultural development. Pupils are well prepared for life in Britain and in a global society.
- There are many opportunities for parents to take part in school activities. There are regular coffee mornings and workshops as wide ranging as sign language and 'keeping up with your child in mathematics and English'. Parents have the opportunity to join in with staff in netball and a choir, and their views are sought through a parent forum.
- A number of parents spoke highly of the inclusive nature of the school and felt their child was well looked after, happy and safe. Most parents echoed these views through Parent View and are supportive of the school.
- The primary school sports funding has been invested in developing the range of sports clubs, organised by expert coaches, and this has successfully encouraged pupils to become more involved in exercise. The funding is also being used effectively to enhance staff skills in physical education. The aim is for several teaching assistants to gain the Level 3 accredited Norfolk High Quality Physical Education Teach Award.
- Since October 2013, the local authority has provided good support by checking and monitoring the progress and achievement of pupils. It has funded an adviser to work with the school who has provided guidance and support to leaders. This has helped the school to move forward.
- **The governance of the school:**
 - A number of governors are new to post but all are very supportive of the school and are passionate about moving the school forward. They are fully aware of the journey which lies ahead and are undertaking training in order to further enhance their skills to ensure that they are knowledgeable and up to date in all aspects of their duties. Governance requires improvement because the governing body has not always challenged school leaders sufficiently by asking searching questions about pupils' achievements and progress. Governors do not yet fully understand the new progress tracking system but they are committed to familiarising themselves with this so that they are better equipped to challenge leaders over any areas of underperformance. Governors check the budget regularly and carefully monitor

spending. They are aware of how the pupil premium money and sports funding are being spent but are not so confident about the impact this spending is having on pupils' attainment. They receive updates on the management of teachers' performance and ensure that the headteacher's performance management is carried out by an external person. They ensure that safeguarding arrangements meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120977
Local authority	Norfolk
Inspection number	431919

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	235
Appropriate authority	The governing body
Chair	Robert Bond
Headteacher	Dawn Kightley
Date of previous school inspection	22 March 2011
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