

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9158
Direct email: rachel.dayan@serco.com

2 May 2014

Alison Mobbs
Headteacher
Lynn Grove High School
Lynn Grove
Gorleston
Great Yarmouth
NR31 8AP

Dear Miss Mobbs

Serious weaknesses first monitoring inspection of Lynn Grove High School

Following my visit to your academy with Peter Sewell, Associate HMI (Her Majesty's Inspector), on 1 May 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the academy's most recent section 5 inspection.

The inspection was the first monitoring inspection since the academy was judged to have serious weaknesses in December 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During this inspection, meetings were held with the headteacher, two deputy headteachers, six subject leaders, and the Chair of the Governing Body. The academy's action plan was evaluated. Safeguarding documentation was reviewed. The headteacher accompanied HMI to visit a sample of classes.

Context

Since the last inspection, a new assistant headteacher has started together with new subject leaders in English and design and technology. Three new governors have been recruited. Three meetings with parents and carers have been held to provide information and to discuss the school's actions.

The quality of leadership and management at the school

The academy's action plan adequately covers the key areas causing concern at the December inspection. The plan identifies the actions being undertaken, the milestones identifying what should have been achieved at appropriate intervals, and who is accountable. The evidence used to measure the effectiveness of the academy's actions includes data about pupils' attainment and progress, and the quality of teaching. However, targets for subjects other than English and mathematics, or for different groups of students, are not explicit enough to enable senior leaders, middle leaders and governors to check on the progress being made by all students in response to improvements in teaching across the academy. Progress in implementing the plan is evaluated regularly. This indicates that most of the initial planned actions have been taken. The impact on raising standards is inconsistent. Some students in Year 11 are still predicted to underachieve in some of their forthcoming GCSE examinations. However, some subjects, including English, predict a marked improvement in results.

Improvements in teaching have started to take effect. Students are better informed about the standard of their current work and how this relates to the standards they are capable of achieving. Staff now use a consistent approach to marking which makes clearer to students what they are doing well, and what they need to improve. Students' planned actions in response to teachers' marking shows a secure level of understanding about what is expected of them. However, not all staff are checking students' responses routinely. In music, computer technology is being used well to adapt the academy's marking and feedback policy to the subject; the impact on students' progress is demonstrable. A 'sharing good practice' forum is enabling teachers and teaching assistants to exchange such ideas.

The evidence used to evaluate and improve the quality of teaching is wider than at the time of the section 5 inspection. For example, sharper scrutiny of students' work by subject and senior leaders is contributing to more accurate judgements about students' progress over time. Joint monitoring activities by subject and senior leaders are proving effective in helping to strengthen middle leadership where the quality of teaching and students' achievement remain too low. Nevertheless, there is still too much inadequate teaching which is not improving quickly enough. The involvement of governors in monitoring activities is limited, particularly in gaining the first-hand experiences necessary to challenge senior and middle leaders.

The academy's improvement plan indicates that prior to the inspection, improving students' behaviour and safety, particularly their contribution to learning, was a priority. This is not a clear enough component of the action plan that followed the inspection, when students' behaviour and safety was judged to require improvement. However, a revised structure for lesson planning, increased availability of data and more regular reviews of students' progress are helping to focus teaching more comprehensively on the needs of different students. Clearer expectations of staff in the form of 'non-negotiable' features of teaching, which include giving

attention to strategies to actively engage students in their learning, are encouraging staff to build on existing strengths in student leadership.

The academy is drawing on support provided by the local authority and education consultants. Schools that have developed good practice in areas causing concern at Lynn Grove are being visited by staff. External courses are being attended to supplement the training programme provided in school.

Following the monitoring inspection the following judgements were made:

The academy's action plan is fit for purpose.

However, the following refinements were suggested:

- add further detail to the improvement targets with regard to different subjects and groups of students
- show how the academy will address aspects of behaviour and safety that require improvement
- make the role of the governing body clearer with regard to first-hand monitoring and evaluation of the academy's progress, including in different subjects.

The single central register meets statutory requirements.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, the Director of Children's Services for Norfolk, and the Academies Advisers Unit. This letter will be published on the Ofsted website.

Yours sincerely

Ian Middleton
Her Majesty's Inspector