

Framingham Earl High School

Norwich Road, Framingham Earl, Norwich, NR14 7QP

Inspection dates

9–10 October 2014

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

Summary of key findings for parents and pupils

This is a good school.

- The school's leaders have high expectations that are shared with staff and pupils. This results in good teaching and achievement.
- Leaders and governors have a good knowledge of how well their school is doing, because they rigorously check the quality of teaching and students' achievement. The governors provide a high level of challenge and support.
- As a result of good leadership, the school is a very happy place where all get on well with each other. Students are proud to wear their uniform and staff morale is high.
- Students' spiritual, moral, social and cultural development is promoted well.
- Behaviour is good. Students are polite and respect others. Their conduct contributes to good learning.
- Students say they feel very safe. Parents strongly support this view. The arrangements to keep students safe are outstanding.
- Students have positive attitudes to learning. They enjoy coming to school, and want to learn and work hard. Attendance is above average and rising.
- Good teaching in most subjects ensure that students make good progress. Teaching and achievement are outstanding in geography, history and physical education.
- Standards are above average in English and mathematics.
- Disadvantaged students make rapid progress in catching up with other groups of students.

It is not yet an outstanding school because

- Not enough students gain the highest grades in GCSE chemistry and physics examinations.
- Not all subject leaders, especially in science, are effective in securing the very best teaching for students.
- Students do not always receive feedback on how well they are doing with their work. Greater guidance to pupils is required from some teachers on how to improve work.

Information about this inspection

- Inspectors observed 29 lessons or parts of lessons. Some lessons were seen together with members of the school leadership team. This was done to gain a picture of how well students are learning over time.
- Meetings were held with the headteacher and other staff. A meeting was held with the Chair of the Governing Body and three other governors.
- A telephone conversation was held with a representative of the local authority to discuss the support the school has received.
- Further meetings took place with lead members of local partnerships, including a secondary headteacher.
- Inspectors spoke to four groups of pupils about their experiences at the school.
- The inspection team listened to pupils read and looked at an extensive range of other evidence about their achievement, including pupils' past and present workbooks.
- The inspection team considered 135 responses to the online questionnaire (Parent View). The written views of parents were also taken into account, as were the 62 responses to the staff survey.
- Inspectors examined various school documents, including the school improvement plan and systems for checking pupils' progress. Documents relating to safeguarding and behaviour were also reviewed.

Inspection team

Robert Ridout, Lead inspector	Additional Inspector
Richard Johnson	Additional Inspector
Keith Thomas	Additional Inspector
Caroline Pardy	Additional Inspector

Full report

Information about this school

- Framingham Earl School is smaller than the average secondary school.
- Nearly all students are of White British, Irish, Other White or Mixed White heritage.
- The proportion of students eligible for the pupil premium is well below the national average at around one in ten pupils. The pupil premium is additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority.
- The proportion of students supported by school action is similar to the national average at around one eighth of pupils. The proportion identified at school action plus or who have a statement of special educational needs is above average at around a twelfth.
- A small number of students are eligible for the Year 7 catch-up funding, which is for students who did not achieve the expected Level 4 in reading or mathematics at the end of Key Stage 2.
- Almost 40 students in both Years 10 and 11 attend off-site courses at Eastern College and City College.
- The school meets the current government floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.

What does the school need to do to improve further?

- Improve teaching and rapidly accelerate students' progress by ensuring that:
 - students receive frequent feedback on how well they are doing
 - teachers' comments guide students in how to improve their work and give students an opportunity to respond so that they develop their skills and gain a better understanding of their work.
- Increase the impact of subject leadership by ensuring that:
 - all subject leaders play an effective role in improving teaching and achievement in their department
 - teachers in science, particularly chemistry and physics, provide greater challenge for their most able students.

Inspection judgements

The leadership and management are good

- The leadership of the headteacher and senior team is good. Their thorough, detailed plans for improving the school are understood well by all staff. Parents, students and staff say the school is led and managed well.
- Leaders, including members of the governing body, are highly ambitious for the school. The work done to raise standards in both English and mathematics is of the highest quality and the improvements achieved indicate that leaders have good capacity to secure further improvements.
- Developing high-quality teaching remains a top priority for the senior leadership team. The quality of teaching and the impact on learning are checked and evaluated through lesson observations, checks on the work in students' books and regular visits to lessons. Teachers value the good opportunities to share best practice, including through partnership work with local schools.
- The methods used to manage teachers' performance are effective. Teachers are set challenging targets, and effective training is provided to meet the needs of each teacher. Pay rises and promotion are appropriately linked to students' good achievement.
- Subject leaders are held to account for the quality of teaching and students' achievement. Most are successfully driving improvements forward in their areas. However, leaders in science have been too slow to act to improve outcomes for the most able students in chemistry and physics.
- The range of subjects taught is broad and balanced, meets the needs of students and prepares them well for life in modern Britain. Students are prepared well for the next steps in their education and employment.
- Funding for disadvantaged students and Year 7 catch-up money are used well to provide a range of additional activities, resources and support. As a result, the gaps in attainment have narrowed significantly in both English and mathematics.
- Links with local colleges and other schools are good. The monitoring of the progress, attendance and behaviour of students following courses is good. As a result students are achieving well.
- Leaders have established a fully inclusive and genuinely caring ethos that is tangible throughout the school. They successfully foster good relationships, robustly challenge discrimination and promote equal opportunities. Students' social, moral, spiritual and cultural needs are very well met, and developed through assemblies, sports and personal development learning programmes. Fundraising by students is common.
- Staff are pleased and proud to work in the school. Morale is high. Parents strongly support the work of the school. In questionnaires, over 90% said they would recommend the school to others.
- The school enjoys good relationships with the local authority and receives the support it needs when requested. The impact of this has been good.
- **The governance of the school:**
 - Governors work closely with senior leaders and are frequent visitors to the school. They are well informed about the quality of teaching and the impact this has on students' achievement. They ask searching questions. As a result, they have a clear understanding of the strengths of the school and what still needs to improve.
 - Governors ensure that the performance management of staff, including that of the headteacher, is rigorous and that they are involved in the decisions to make pay awards.

- Governors are well informed about the curriculum. British values are promoted well and students enjoy working in a tolerant and respectful learning community.
- Financial resources are managed effectively. Governors closely monitor the impact of pupil premium spending to make sure any gaps in attainment narrow.
- Governors fully meet their statutory responsibilities, including for safeguarding students effectively and ensuring that relevant policies and reports are accessible on the school website.

The behaviour and safety of pupils**are good****Behaviour**

- The behaviour of students is good. They show a great pride in their appearance and that of the school. Students are polite, friendly and show respect to all members of the school.
- Adults and students enjoy warm, caring relationships and get on well together. There is a culture of genuine trust and respect within the school. This underpins the good atmosphere in classrooms and in the social areas outside them.
- Behaviour in lessons is good and managed well. Students come fully equipped and ready to work. In the majority of lessons students work well with each other and respond quickly to the questions and requests of teachers. As a result students are engaged and produce well-presented work of a good quality. Occasionally teachers have to remind some students to focus on work.
- Around the school there is very little litter and no graffiti. This is because students take responsibility for their actions and have great pride in their school.
- Students say that behaviour is good. They describe the school as a 'comfy sofa and not a hard chair' because they feel valued. They recognise that 'what goes on inside the building is good' and agree that their teachers help them to achieve well.
- Students show an excellent awareness of the different types of bullying. Most students report no bullying, and say 'Taboo', the anti-bullying peer support group, is very effective. However, on the rare occasions when bullying does occur teachers act quickly to resolve matters.
- Attendance is above average and rising. This is because the pupils like coming to school and enjoy their learning.

Safety

- The school's work to keep pupils safe and secure is outstanding. Safeguarding is given a high priority and is overseen rigorously by school leaders.
- Students have a very good understanding of how to keep themselves safe when on the internet. Students said that they are taught well about safety online, are well aware of the risks and know how to keep safe.
- Students say they feel very safe in the school. The significant majority of parents support this view.

The quality of teaching**is good**

- Teachers clearly plan activities that challenge students to develop their skills and learn effectively. As a result, most students exhibit high levels of concentration and make good progress.
- Teachers show good knowledge and understanding of their subjects, and often excite and engage students of all abilities. Outstanding learning was described by a group of Year 11 dance students. They had worked with each other to improve and develop their performances and were now able to execute dance routines to a very professional standard.

- Students' literacy skills are particularly well developed, and many students exhibit a clear love of reading. The high expectations of teachers are reflected in the care students take in producing high-quality work which is usually well structured and written.
- Numeracy skills are less well developed than those seen in literacy across subjects. However, good examples were noted in geography and technology where students were encouraged to apply skills acquired in mathematics to real scenarios.
- In many lessons, teachers use questioning really well. They encouraged extended answers to further develop and deepen the students' understanding of their work.
- Students generally receive good feedback on the quality of their work. Excellent marking and feedback were seen in geography and history, where teachers gave details of what had been done well and how work could be improved. In some lessons, students responded to these comments showing that they had gained a better understanding of the work. However, this is not the case in all subjects.

The achievement of pupils is good

- Students enter the school with above-average standards. The proportion of students attaining five or more GCSEs at grades A* to C, including English and mathematics, has been consistently well above the national averages for the last three years. Work seen in lessons and in books confirms the school's own assessment that students are making good progress.
- In the last three years, students have made good progress in English and mathematics. During the same time period, students have made outstanding progress in geography, history and physical education.
- The 2014 examination results show that gaps between the attainment of disadvantaged students and their peers in the school have closed. In 2013, results for these students were almost two grades below the average in English and mathematics. The difference is now less than half a grade in both subjects. Their attainment and progress have similarly closed compared to all students nationally.
- Disabled students and those who have special educational needs achieve well, in line with their peers. This is due to the good help they receive, including through the skilled work of teaching assistants, who provide them with effective support and guidance.
- The students who attend other institutions follow bespoke courses that meet their different abilities and interests, and achieve well.
- The progress of the most able students is improving quickly in most subjects, and more are now attaining the highest grades in English and mathematics. However, a few do not make enough progress in their GCSE chemistry and physics courses.
- The school enters students early for GCSE examinations in science. This does not limit the potential of the most able students.

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	121163
Local authority	Norfolk
Inspection number	449407

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	680
Appropriate authority	Norfolk
Chair	Roger Margand
Headteacher	Nicola Furneaux
Date of previous school inspection	8 June 2011
Telephone number	01508 492547
Fax number	01508 493597
Email address	nicola.furneaux@framinghamearl.net

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