

# Inspection of an outstanding school: Worlingham Church of England Voluntary Controlled Primary School

Garden Lane, Worlingham, Beccles, Suffolk NR34 7SB

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Inspection dates:

17 and 18 October 2023

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils are very happy and love to learn at this school. Staff and pupils form positive relationships that are rooted in the school's values and the 'Worlingham Way'. Pupils are taught to be kind and curious, to have courage and to persevere. These values are put into practice by staff and pupils alike.

Pupils feel safe. This is because adults in school ensure they are well looked after. Pupils know that adults will address their concerns swiftly. There are high expectations of how pupils behave. The clear routines and consistency of staff mean that pupils behave very well. Incidents of poor behaviour are very rare.

Pupils achieve well overall. By the end of key stage 2, they achieve in line with all pupils nationally in the reading and mathematics national curriculum tests and make steady progress in reading, writing and mathematics.

Pupils have many opportunities to learn outside of the classroom. As a result, they develop skills and knowledge through sports tournaments and a love of music and dance through concerts and festivals. These opportunities make learning relevant and enable pupils to try out new things. Pupils contribute to the local community through, for example, links with the local church.

## **What does the school do well and what does it need to do better?**

The school has a shared vision for achieving the very best it can for pupils. Staff have a strong understanding of the community they serve. They are overwhelmingly positive

about how the school is building a curriculum that is highly ambitious for what pupils can achieve.

In many subjects, the school has thought carefully about what pupils should know, understand and be able to do. In a small number of subjects, the school's curriculum plans do not specify clearly enough the knowledge pupils should have learned by the end of a unit of work for each year group. As a result, the important knowledge that should be taught is not explicit. This means that pupils are not always clear about their learning.

The school has placed reading at the centre of the curriculum. Children in the early years begin to learn phonics immediately. Most children in the early years make good progress. They can identify the sounds that letters make and blend these to read simple words. Pupils build accuracy and fluency in reading. They usually practise by reading books that are matched to the sounds they are learning. There are a very few occasions where teachers have not ensured that books are closely matched to the ability of some pupils. As a result, these pupils struggle to read. Pupils read widely and often. They know that reading is key to their learning and enjoy their lessons. Teachers regularly check pupils' progress in reading. Pupils enjoy reading across the curriculum. Older pupils read confidently, widely and enthusiastically.

Teachers ensure that pupils develop their language skills and a broad vocabulary. Children in the early years are well supported by adults to build their language skills. They are confident to share their ideas. Children quickly learn the routines in their classes and follow them. They listen to their teachers carefully. Children show curiosity and independence, both in their play and in teacher-led activities. They are well prepared for learning in Year 1.

Teachers choose activities carefully to help pupils learn and remember new knowledge. They explain things clearly. In mathematics, for example, teachers model different methods of calculation. They check what pupils know and can do and quickly address any misconceptions. As a result, most pupils are confident learners.

Pupils with special educational needs and/or disabilities (SEND) are supported to access learning. Adults know how to adapt learning effectively so that pupils with SEND can successfully access the full curriculum. As a result, pupils with SEND achieve well.

Pupils are well prepared for life in modern Britain. They celebrate different faiths, cultures and ethnicities. A key value of the school is to ensure that everyone feels they belong. The school's values embedded in the 'Worlingham Way' are threaded throughout all that the school offers. Pupils are respectful, tolerant and welcoming to everyone.

The school ensures that the well-being and workload of staff are of high importance. Governors are skilled and knowledgeable. They share the high aspirations of staff. They provide both challenge and support for the positive developments in the curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In a small number of the foundation subjects, the curriculum plans do not specify clearly enough the knowledge pupils should have learned by the end of a unit of work for each year group. This means that pupils do not always learn the important subject knowledge they need. The school should ensure that important knowledge needed by the end of each unit of work in each subject is identified clearly for each year group. This will provide pupils with secure knowledge across the curriculum.
- Pupils' reading books are not always matched well enough to their reading knowledge. This means that some pupils do not progress as quickly as they should with reading. The school should ensure that pupils' books are carefully matched to their reading stage.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in 5 and 6 June 2018.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social

worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	124748
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10295015
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	333
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Peter Hobbs and Stephanie Holbough, co-chairs
<b>Headteacher</b>	Holly Marchand
<b>Website</b>	<a href="http://www.worlingham.org">www.worlingham.org</a>
<b>Dates of previous inspection</b>	5 and 6 June 2018, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, there has been a change in leadership. The current headteacher has been in post for a year.
- The school is a Church of England school in the Diocese of St Edmundsbury and Ipswich. As a school designated as having a religious character, it was subject to a separate section 48 inspection in February 2019 and was judged to be excellent. The next section 48 inspection is due to take place within eight years of the previous inspection.
- The school does not make use of alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other leaders, including the special educational needs and disabilities coordinator.
- The inspector met with four members of the governing body including the co-chairs, a local authority representative and a representative of the Diocese.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered responses to the online Ofsted Parent View survey, including 63 free-text comments. The inspector also considered 47 responses to Ofsted's staff survey.

## **Inspection team**

Rachael Judd, lead inspector

Ofsted Inspector

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