

Inspection of Worlingham Church of England Voluntary Controlled Primary School

Garden Lane, Worlingham, Beccles, Suffolk NR34 7SB

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| Inspection dates: | 13 and 14 May 2025 |
| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Early years provision | Outstanding |
| Previous inspection grade | Outstanding |

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since June 2018. The school received an ungraded inspection under section 8 of the Act on 17 and 18 October 2023. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils truly experience the school's vision of 'growing minds, kind hearts and rooted in love'. They readily embrace the school's values, including belonging, curiosity and perseverance. Pupils love coming to school. They are looked after well and are kept safe. The school is like a family. Respectful relationships are at its heart, and everyone is helped to feel welcome. This results in a happy, inclusive school where pupils, including those with special educational needs and/or disabilities (SEND), blossom.

The school is a haven of calm. Pupils' behaviour is exemplary, for example during lessons and breaktimes. They show kindness to each other. Pupils respond very well to the school's high expectations for their achievement. They try hard in lessons. Pupils, including those in early years, are excited by the curriculum and engage fully in their learning. Pupils learn and achieve very well at this school.

The school provides many opportunities for pupils to shine beyond the taught curriculum. This includes a plethora of extra-curricular events such as taking part in sporting tournaments and performing in plays, the rock band or the choir. Pupils are confident and articulate and readily take on leadership roles such as 'reading ambassadors'.

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

Since the previous inspection, the school has ensured that it has successfully resolved the areas needing improvement. This has resulted in an exemplary quality of education. Pupils benefit from an exceptionally well-designed and delivered curriculum, including in the early years. Pupils' learning is deepened successfully because there are well-considered links between subjects. For example, pupils' understanding of geographical concepts such as longshore drift, erosion and climate are deepened through their work in other subjects, for instance their exploration of three-dimensional art. The school's curriculum is carefully crafted to inspire pupils and help them remember key facts and themes.

Expert teaching is characterised by clear explanations and motivating activities. Teachers know their pupils' needs very well and provide the right amount of help so pupils learn subject content effectively. Teachers skilfully find out what pupils know and can do. Should there be any gaps in pupils' understanding, teachers adjust activities accordingly. Pupils with SEND are very well supported because their needs are identified precisely and met. As a result of a well-thought-out curriculum that is expertly delivered, pupils learn essential knowledge very well.

The school has successfully improved the early reading curriculum and how it is taught. Leaders make sure that there is a clear and understood approach to teaching phonics. Children in early years and key stage 1 make great strides in their reading. Pupils relish practising their reading skills with books that match their ability. Pupils read with increasing fluency and expression, which sets them up well for their next stage of learning. The school's well-stocked library is enjoyed by pupils. There is palpable excitement when pupils choose from the many high-quality books. Older pupils read

keenly with younger pupils. 'Reading ambassadors' tell the whole school in assemblies about the books they are reading.

A positive and respectful culture is demonstrated by pupils and staff. Pupils' conduct meets the school's high expectations. Pupils focus diligently on their work because they are eager to achieve well. Children in early years settle in quickly and listen to their teachers and their peers. The school ensures that children in early years are curious learners and keep trying when their work becomes difficult. These characteristics set them up very well to continue their learning throughout their time at the school.

Pupils' attendance is above average. A few pupils do not attend school regularly enough. The school engages well with these pupils and their families to remove barriers to attendance. This is so that pupils can take full advantage of the superb education and personal development opportunities that are on offer.

The school's vision and values underpin its provision for pupils' personal development very well. Leaders and staff weave these values into all aspects of school life. As a result, pupils fully understand important concepts, for instance citizenship. They get on well together and show compassion towards people and their different life experiences. The school provides well-considered opportunities to help pupils celebrate difference. It provides thought-provoking times for pupils to reflect and think deeply.

Governors are knowledgeable and highly skilled. They provide effective challenge and support to school leaders. Leaders assiduously weigh up the success of their actions. Staff feel looked after, and morale is high. Staff have been fully involved in reshaping the vision and values of the school. Pupils benefit from the strong leadership arrangements in this school.

Safeguarding

The arrangements for safeguarding are effective.

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

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| Unique reference number | 124748 |
| Local authority | Suffolk |
| Inspection number | 10345267 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 329 |
| Appropriate authority | The governing body |
| Chair of governing body | Stephanie Holbrough and Martyn Fitt (Co-Chairs) |
| Headteacher | Holly Marchand |
| Website | www.worlingham.org |
| Dates of previous inspection | 17 and 18 October 2023, under section 8 of the Education Act 2005. |

Information about this school

- 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. 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

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

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

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met governors, representatives from the local authority and the diocese, the headteacher, the deputy headteacher, other leaders, teachers and support staff.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science and geography. For each deep dive, inspectors 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.
- Inspectors also looked at curriculum information, pupils' work and discussed with pupils their learning in these subjects: art and design, computing, music and modern foreign languages.
- To evaluate the effectiveness of safeguarding, the inspectors 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 school's website and several policies and documents were considered.
- Inspectors considered the views of staff by speaking with them and reading the responses to Ofsted's staff survey.
- Inspectors considered the responses made by parents to Ofsted Parent View. An inspector also spoke with parents at the school gate and at the class/parent lunch.
- The inspectors spoke to pupils in groups, in lessons and around the school and considered responses to Ofsted's pupil survey.

Inspection team

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|---------------------------|------------------|
| Sue Child, lead inspector | Ofsted Inspector |
| Russell Ayling | Ofsted Inspector |
| Kay Leach | Ofsted Inspector |

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