

## Edward Worlledge Community Middle School

### Inspection report

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<b>Unique Reference Number</b>	120977
<b>Local Authority</b>	Norfolk
<b>Inspection number</b>	313818
<b>Inspection dates</b>	5–6 June 2008
<b>Reporting inspector</b>	Geof Timms

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

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<b>Type of school</b>	Middle deemed primary
<b>School category</b>	Community
<b>Age range of pupils</b>	8–12
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Kathy Thrower
<b>Headteacher</b>	Mrs Dawn Kightley
<b>Date of previous school inspection</b>	13 October 2003
<b>School address</b>	Suffolk Road Great Yarmouth Norfolk NR31 0ER
<b>Telephone number</b>	01493 603462
<b>Fax number</b>	01493 603462

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school is of broadly average size for its type and serves an area of high socio-economic disadvantage. An above average proportion of pupils are eligible for free school meals. The majority of the pupils are from White British backgrounds, although there is a small proportion from a range of other ethnic groups. Few pupils have English as an additional language. The proportion of pupils with additional learning needs is well above average and an above average number of these have statements of special educational need. Many of these pupils have emotional, social and behavioural needs and a significant number have learning difficulties. Attainment on entry to the school is well below that expected nationally. The school is part of an Excellence Cluster, which is supporting schools in raising standards. In addition, the school is a Full Service Extended School, which ensures access to a wide range of external support services.

The school is due to become a junior school, educating pupils from Years 3 to 6 from the start of the next academic year. It has achieved Healthy School status, Gold Artsmark and Activemark awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school working in very difficult circumstances. Aspects of its work are outstanding, including the excellent leadership and management and the high level of care and support that is provided for pupils. These aspects are clearly leading to rising standards and good achievement. The vast majority of parents are very happy with the school. One wrote, 'Concern for the individual is at the centre of the school's ethos.' This vision is the basis for the excellent leadership shown by the headteacher and staff throughout the school.

Pupils' achievement is good. This reflects some good and occasionally excellent progress made by pupils from their low starting points. The standards achieved by the end of Year 7 are broadly average in English and science, and above average in mathematics. Consistently rising standards since the last inspection exemplify why the school has an outstanding capacity to improve even further. The pupils with significant learning needs make equally good progress from their very low starting points and the school is very successful in creating the conditions necessary for these pupils to become effective learners.

A minority of parents have concerns about how well the school deals with some of the most challenging pupils. Inspectors found the school's work with these pupils to be successful and the school provides pupils with a largely calm, quiet and supportive environment for all pupils. When incidents of poor behaviour or bullying occur, they are dealt with effectively and the pupils themselves happily explain how well this is done and how safe they feel in school. The provision for pupils with learning and behavioural difficulties is outstanding and this is reflected in their achievement.

The teaching and learning are good. Staff work very hard to create an effective learning environment that the last inspection correctly described as 'an oasis of calm.' The large team of teaching assistants has a vital role, especially in supporting those pupils with emotional and social difficulties, and this they do very successfully. Although the teaching is good overall and occasionally outstanding, there are inconsistencies in the level of expectations of what pupils can achieve. The curriculum is currently under review as the school prepares for its change of status next term. Some opportunities are missed to make links between subjects, so pupils can use their skills in more creative and practical situations. Not all staff provide enough opportunities for pupils to take responsibility for their learning and show independence.

The outstanding care provided by the school is evident in the excellent progress pupils have made in their personal development. All adults in the school work exceptionally effectively to develop pupils' spiritual, moral, social and cultural understanding, and this helps them gain the learning skills they will need for the next stage in their education. They have a good understanding of how to lead healthy lives and very many clearly enjoy school greatly. When they are given responsibility, they make a good contribution to their community.

### What the school should do to improve further

- Improve the consistency of teaching so that existing expertise is built on and expectations of what pupils can do are always high.
- Develop further links between subjects to create an even more creative and exciting curriculum, which fosters pupils' independence and will be appropriate for Years 3 to 6.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and make good progress. The current Year 7 pupils have made outstanding progress in mathematics due to some high quality teaching. Their progress in English and science has been good. The last national test results in Year 6 showed that standards were below average, although good progress had been made by pupils to reach this level, especially by those who joined the school at the beginning of Year 4. The pupils at an early stage of learning English make good progress. Those who find learning difficult make good progress, as do those with emotional and behavioural difficulties due to the high quality of support they receive. Pupils recognised as gifted and talented are well provided for through extra-curricular activities and they make good progress overall. Even so, they are not always fully extended during lessons. The school makes great efforts to ensure pupils make good progress in all subjects and there is some high quality work evident in all year groups in art and design and design and technology.

## **Personal development and well-being**

### **Grade: 2**

Pupils have made outstanding progress in order to reach a good level of personal development. Because adults in school set an extremely good example of how to behave and empathise, pupils become increasingly sensitive and sensible, although a small minority remain too dependent on adult guidance regarding acceptable behaviour. Pupils appreciate the natural world and exercise sensitivity and responsibility by, for example, guarding a bird's nest or looking after the garden. They accept responsibility willingly as school councillors and by running the school branch of a national bank. Attendance is below average because of the proportion of pupils who have a shared placement with a local Pupil Referral Unit. Pupils demonstrate a mature understanding of diversity within the school community. Pupils hold strong moral values, for example by condemning racism. They have a good understanding of the choices before them, such as how to keep themselves safe.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils receive consistent messages about how they are expected to behave because teachers and teaching assistants share common expectations throughout the school. There is a shared and positive approach to relationships and good deeds are rewarded. This contributes well to pupils' trust in adults, their good level of enjoyment of school and their increasing readiness to learn as they move through the school. Most lessons use a variety of practical activities to successfully maintain pupils' interest and keep them learning at a brisk pace. In satisfactory lessons, pupils make reasonable progress but they are not always challenged enough by the tasks they have to do, because teachers' expectations are not high enough. On occasions, excellent communication between adults and pupils promotes lively participation and an exceptional rate of learning in lessons.

## **Curriculum and other activities**

### **Grade: 2**

The school has worked effectively to improve the curriculum since the last inspection. The new literacy and numeracy planning follows the latest national guidance. The provision for other subjects is much improved and the school now provides a modern foreign language. At times, the planning makes effective links between subjects. For example, in Year 7 a visit to a local museum resulted in some high quality observational art work, linked to other activities in history and literacy. However, this is not consistently evident in the school and the planning does not always support the development of pupils' independent working skills or help them to use their own ideas productively. The school is in the process of revising the curriculum so it is more appropriate for teaching all Key Stage 2 pupils next year. There is a very good range of enrichment activities, especially through visits and residential activities, which add greatly to the pupils' life experiences, supporting their good personal development.

## **Care, guidance and support**

### **Grade: 1**

Pupils receive outstanding support in this school. Strong communication and relationships between staff and pupils mean that pupils know what they have to do to improve their work through very effective target setting. The school has exceptionally effective and extensive links with other professional organisations, for example, to support pupils with complex social needs as well as those with learning difficulties. The use of the in-school learning support unit is highly effective in helping pupils with significant learning and emotional difficulties adjust to school life and begin to learn consistently. The inclusion unit is very effective in helping pupils acquire good learning skills to use in the classroom. Adults take every opportunity to reinforce pupils' understanding of important issues, such as mutual respect and care for the environment. Pupils feel safe in school because they trust school staff to have their interests at heart and to help to sort out their problems. Procedures to keep pupils safe are robust. The school has worked effectively to improve attendance and encourages parents to understand the need for reducing absences.

## **Leadership and management**

### **Grade: 1**

The excellent levels of care and pupils' good achievement are the result of outstanding leadership at all levels, that is strongly focused on addressing the factors that hold back pupils' learning. The headteacher has a firm belief in raising the aspirations of the pupils. She has built a strong and effective senior leadership team with a vision based on giving equal opportunities to all pupils. Excellent partnerships have been built with a wide range of services to provide levels of care and support that are well beyond those typically found. The staff support families in an exceptional variety of ways and this has had a positive impact on pupils' personal development. The governing body has a good understanding of pupils' strengths and weaknesses. Governors also have a firm understanding of the needs of the local community, and of how best these can be addressed to support the pupils. The high quality of leadership has developed over time and improvements are yet to be fully visible in all aspects of the provision.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

9 June 2008

Dear Pupils

Inspection of Edward Worlledge Community Middle School, Great Yarmouth, NR31 0ER

I am writing to thank you for the help you gave to the inspection team when we visited your school recently. We enjoyed meeting you and talking to you about the school.

You told us that you enjoy most things about being at school. You were very clear that the adults in school are very caring, look after you well, keep you safe and, if bullying or bad behaviour is bothering you, they deal with it well.

You work hard and make good progress, especially in mathematics. You need to carry on working hard to achieve even higher standards in the future.

Mrs Kightley and all the adults in the school work very hard for your benefit. The leadership, management and levels of care they provide are outstanding and help prepare you well for high school. This is particularly true for those of you who find learning difficult or who find it hard to work successfully in a large group. The school is especially good at building excellent partnerships with various organisations and people who are able to offer even more help to support your learning.

We have asked the school to make sure that the teachers work together so that more lessons are as good as the best ones and to make sure they have high enough expectations of what you are able to do. We have also asked the school to develop a curriculum more suitable for the new school next term, and one that will help you become more independent as learners.

Thank you once again for your help. Enjoy your time at Edward Worlledge and keep working hard!

Yours sincerely

Geof Timms

Lead inspector