

# Flegg High School

## Inspection report

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<b>Unique Reference Number</b>	121218
<b>Local Authority</b>	NORFOLK LA
<b>Inspection number</b>	313923
<b>Inspection dates</b>	16–17 January 2008
<b>Reporting inspector</b>	John Mitcheson HMI

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>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	978
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Barrett
<b>Headteacher</b>	Mrs C Crowley
<b>Date of previous school inspection</b>	22 March 2004
<b>School address</b>	Somerton Road Martham Great Yarmouth NR29 4QD
<b>Telephone number</b>	01493 740349
<b>Fax number</b>	01493 740223

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

Flegg High school is an average sized comprehensive school serving a largely rural area of East Norfolk. Attainment on entry is above the national average. The number of students eligible for free school meals is below the national average. In September 2007, the school became an 11 - 16 high school and students joined in Year 7 for the first time. The school is a specialist business and enterprise college. It hosts a 24-place unit for students with learning difficulties and disabilities therefore the proportion of students with learning difficulties and disabilities, including those with a statement of special educational need, is above the national average. The school provides for a growing number of looked-after children. Most students are White British; very few are from minority ethnic backgrounds.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Flegg High School is a satisfactory school with many strengths. It provides students with high quality care, guidance and support that helps their personal development and well-being. It prides itself in being an inclusive school that caters for students of different abilities and interests, including an increasing number of looked-after children and those with learning difficulties and disabilities. A broad range of curricular and enrichment opportunities help students to learn effectively, contribute to the community and enjoy school. Students excel in mathematics; 73% of students achieved a GCSE grade C or above in last year's examinations, continuing a three year trend of well above average performance. In English and in science 52% of students achieved a grade C, which is below average. The number of students achieving five or more GCSEs, including English and mathematics, remained above the national average. The school's business and enterprise specialism permeates many aspects of school life.

Throughout 2007, the school experienced a period of turbulence due to a building programme to accommodate students arriving in Year 7, and significant changes in staffing. This placed considerable demands on school leaders, managers, teachers and students. During this time standards improved in Key Stage 3 but overall standards in Key Stage 4 declined. A significant minority of boys, many of whom had learning difficulties and disabilities did not achieve what they were capable of achieving. The school has overcome many of the difficulties it faced last year and is now in a much stronger position to move forward. A large number of new teachers have joined the school this year. Observations of lessons by inspectors confirmed the school's own view that the quality of teaching and learning is now satisfactory with pockets of good practice in mathematics, business studies and modern foreign languages. The school's own data currently shows that the majority of students, including those with learning difficulties and disabilities, are achieving satisfactorily and are on track to meet the targets set for them.

Students' personal development and well-being, including their spiritual, moral, social and cultural development is good. Students told inspectors that the school is a safe, healthy and enjoyable place to be in. They adopt a wide range of responsibilities and make an outstanding contribution to the community. For example, the 'Fair Play' scheme, developed in partnership with Norwich City Football Club and the Starehe centres in Kenya has given the school a national reputation for promoting student leadership. They behave well, attend regularly and develop positive relations with teachers and other students. At times the slow pace and lack of challenge in some Key Stage 4 lessons fails to capture the interest of boys, which leads to some lethargy and low level disturbance. Steps have been taken to address this, but these actions have not been thoroughly evaluated to ensure that they lead to sustained improvement.

The good curriculum features a well-planned option system in Key Stage 4 that allows students to follow a broad combination of subjects and vocational courses. All statutory requirements are met but many students say they have a limited understanding of personal, social, and health education, and citizenship. Participation in a wide range of sporting and other clubs and activities is good but students and some parents comment that transport home from these activities can be problematic.

Students speak favourably of the high quality care and support received from teachers and from the student services team. Heads of house closely monitor how well students are doing and ensure that they integrate with others and participate fully in school life. Older students are given good help and advice about future studies and career progression. An above average

proportion of students with learning difficulties and disabilities, including those with a statement of special educational need, receive good support. All requirements for safeguarding students are met.

An established headteacher, ably supported by her senior leadership team have made a significant impact in extending the role of the school in the community through its business and enterprise specialism, and by forging good partnerships with other local schools and agencies. They have had less of an impact in promoting consistent and sustained improvements in student performance in English and science. Specialist targets in mathematics and business studies were exceeded but were not met in information and communication technology (ICT). Self-evaluation is largely accurate but some of the school's views of itself are too generous. Senior leaders and middle managers regularly monitor the effectiveness of teaching and learning but do not make full use of the information gained from their observations to increase the amount of good or better lessons. Good governance and strengthened leadership from a developing faculty system provides the school with good capacity to improve further.

### **What the school should do to improve further**

- Make better use of the information gained from monitoring teaching and learning to increase the proportion of good or better lessons.
- Continue to raise the aspiration and achievement of boys in Key Stage 4 and ensure that the impact of the actions taken to support and challenge boys are thoroughly evaluated.
- Ensure that personal, social and health education, and citizenship become firmly embedded into the curriculum.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Students make good progress in Key Stage 3 and attain above average standards. In 2007, the school exceeded the targets it set for itself in mathematics, science and ICT and came close to meeting its targets in English. Results in national tests in all four core subjects were above the national average, with 82% of students achieving the expected levels in mathematics and 85% in English. Students made exceptional progress in mathematics and the proportion of students attaining level six is significantly higher than that found nationally.

Standards in Key Stage 4 are similar to the national average. The percentage of students attaining five A\* to C grades in last year's GCSE examinations fell slightly from 62% to 60%, falling short of the target the school set for itself. Almost all students left Year 11 with at least one GCSE qualification and 93% of students attained five or more A\* to G grades. There is no significant difference between the performance of boys and girls in Key Stage 3 but girls do better than boys in Key Stage 4.

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

### **Grade: 2**

The personal development and well-being of students are good. Students are confident, articulate and speak well of the school. They are proud of their new facilities, which they treat with respect. They are keen to act as peer counsellors, prefects, house captains and to serve

on faculty committees. An enlarged school council operates effectively but students say that their views are not always considered. Behaviour is good around school and in lessons, but a small minority misbehaves on some buses. Students value the house system and the use of merits to reward and motivate them. New catering arrangements allow them to eat and drink healthily, and students are encouraged to participate in regular physical activity. Students feel safe and know who they can talk to when they are troubled. They develop a good understanding of the world of work through business studies courses and a range of enterprise activities in both key stages.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Most teachers display good subject knowledge, manage behaviour well and enjoy good relationships with students. Lesson planning is consistent across most subjects but not all teachers ensure that lessons are suited to the needs of all learners. Greater use of ICT by teachers and students aids learning and helps to make lessons more enjoyable. The most effective teachers use different approaches to engage students well and empower them to take more responsibility for their own learning. Students know their personal targets and the levels at which they are working. Students with learning difficulties and disabilities are integrated well into mainstream classes and in the most effective lessons, their progress is monitored well against their individual education plans. Provision for the most able, including gifted and talented students, is less well developed.

### **Curriculum and other activities**

#### **Grade: 2**

A broad and balanced curriculum meets statutory requirements and reflects the school's specialist status in business and enterprise. All students follow a business course in Key Stage 3, and all do either GCSE business studies or ICT in Key Stage 4. This is supplemented well by a range of additional enterprise activities that develop the knowledge and experience needed for the world of work. An increasing number of students opt for one of two modern foreign languages in Key Stage 4. Vocational courses in catering, and in tourism and leisure link well to local employment opportunities and draw effectively on the expertise and resources of local businesses. In partnership with other local schools and colleges, an alternative programme is tailored to the needs of a small group of students who are less suited to traditional GCSE courses. This provides them with a good balance of work placements, college-based experience and GCSE English and mathematics. Many students participate in a good range of extra-curricular activities, but the school does not monitor take-up in a systematic way. Daily tutorials enhance students' knowledge and understanding of current affairs but are not always used effectively to monitor individual student progress.

### **Care, guidance and support**

#### **Grade: 2**

The quality of care, guidance and support is good and is a real strength of the school. Investment in a new student services team who work closely with heads of house is enhancing the support provided for individual students and promoting their enjoyment and achievement. This includes a larger than average proportion of students with behavioural and personal issues, vulnerable

students and those with learning difficulties and disabilities. Monitoring procedures are robust and good use is made of performance data to track how well individual students are progressing. Inconsistencies in teachers' marking identified in the previous inspection have not been fully eradicated. Parents comment favourably about the induction arrangements for younger students joining the school, particularly for learners with learning difficulties and disabilities. A small, but significant minority of parents expressed the view that they would like more communication with the school.

## **Leadership and management**

### **Grade: 3**

Senior leaders have been effective in recruiting a significant number of new teachers and preparing the school for an additional two hundred Year 7 students. Development planning is detailed but lacks systematic evaluation of the progress being made at regular, key intervals. Senior leaders, including faculty heads, ensure that subject leaders are more accountable for the performance of students in their areas and, together with senior leaders, monitor and evaluate teaching and learning thoroughly. This has had a significant impact in some subjects but has not yet led to sustained improvements in all aspects of the curriculum. Some subject leaders have not been effective in leading improvements to the quality of teaching and learning and meeting the challenging targets set for them. Girls continue to achieve better than boys do which reflects the national trend, but the gap between boys and girls' attainment in 2007 was too wide. Governors are intrinsically involved in strategic decision-making and ensure that resources are used effectively. Satisfactory progress has been made in resolving the issues raised in the last inspection.

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## 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?	3
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?	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### 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	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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?	3
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?	2

<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>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

18 January 2008

Dear Students

Inspection of Flegg High School, Somerton Road, Martham, NR29 4QD

Earlier this week I visited your school and found it to be an effective school with many strengths. Thank you for allowing me to join you in lessons and to talk with some of you. I also spent time meeting with your senior teachers, the chair of governors and I read many letters from parents. Throughout the inspection, your behaviour was good and you made all members of the inspection team feel most welcome.

I was particularly impressed by the standards achieved in Key Stage 3 and the results in GCSE mathematics and business studies. Business and enterprise activities are helping to prepare you well for further study and the world of work. The care and support provided by teachers and other adults is good and contributes directly to your enjoyment of school. Many of you get involved in a wide range of curriculum and enrichment activities and your work with the Starehe centre in Kenya is exemplary.

I have asked your senior teachers to make the following improvements to your school.

- Use the information gained from observing you and your teachers in lessons to improve the quality of teaching and learning.
- Continue to raise the aspiration and achievement of boys and evaluate what impact this has on the results achieved at the end of key Stage 4.
- Ensure that personal, social and health education, and citizenship become firmly embedded into the curriculum.

You can help to make your school even better than it is by asking your school council representative to share your views with senior staff.

Best wishes for the future.

John Mitcheson Her Majesty's Inspector