

# Lynn Grove Academy

Lynn Grove, Gorleston, Great Yarmouth, Norfolk NR31 8AP

## Inspection dates

9–10 May 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Pupils achieve well across a range of subjects. By the end of Year 11 pupils are making good progress. In 2016, the proportion of pupils gaining higher GCSE grades in both English and mathematics was above the national average.
- Pupils who have special educational needs and/or disabilities make good progress as a result of the good support they receive.
- Disadvantaged pupils are supported well and make good progress across a wide range of subjects. Their attainment is catching up with that of other pupils nationally.
- Senior leaders, including governors, have high aspirations for pupils and their achievements. As a result, standards are rising.
- Safeguarding is effective. Leaders have ensured that systems are in place to identify and address quickly any concerns that may arise.
- Leaders use additional funding effectively to support pupils in Year 7 who need to improve their literacy and numeracy skills. As a result, they make good gains in their learning.
- Reading is a real strength in the school. Pupils are given opportunities to read in lessons and for pleasure. Pupils have the opportunity to develop their writing skills across curriculum subjects. However, opportunities to practise their mathematical skills are limited.
- The curriculum is suited to the needs of the pupils. It provides a broad range of subjects and experiences. The academic core of subjects is complemented by strong artistic, sporting, technical and cultural provision.
- The trust has provided highly effective support which has helped to raise standards within the school. Together with governors, trustees rigorously challenge school leaders to make the school even better.
- Teaching is now typically good across a range of subjects. However, at times teachers are not providing work that sufficiently deepens the knowledge and understanding of all groups of pupils.
- Pupils are keen to succeed and show positive attitudes towards learning. Some teachers do not provide feedback in line with the school's policy. As a result, pupils do not have a clear understanding of how to improve their work.
- Leaders have raised expectations for behaviour around the school. Pupils have responded positively and their conduct is good.
- Most pupils attend school regularly. The school is working effectively to reduce the proportion of pupils persistently absent from school but it remains below that found in other schools nationally.

## Full report

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

- Reduce remaining inconsistencies in the quality of teaching, learning and assessment by ensuring that:
  - tasks are sufficiently challenging in all subjects to deepen the knowledge, skills and understanding of all groups of pupils
  - feedback to pupils is precise so they know exactly what they need to do to improve their work
  - pupils have the opportunity to apply their mathematical skills across subjects.
- Improve the personal development, behaviour and welfare of pupils, by:
  - refining the strategies which the school currently uses to improve the behaviour of the small minority of pupils whose conduct does not meet the school's high expectations
  - reducing persistent absence by supporting and challenging pupils and their families.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- School leaders have high ambition for the pupils in the school. They have taken effective action to raise standards during a period when recruiting good-quality teachers has been difficult. Leaders are determined to improve further the quality of teaching and outcomes for pupils.
- The leadership of teaching is strong. The actions taken by senior leaders are well established. Leaders use a variety of information to judge the impact of teaching on pupils' achievement and have detailed knowledge of the strengths of teaching across the school and the areas where there is still improvement to be made.
- Staff benefit from a programme of training that focuses on school improvement priorities as well as their individual needs. Staff appreciate this. One member of staff, speaking for many, said, 'I have been allowed to attend a variety of training that has allowed me to be an outward-looking, effective middle leader.'
- The school is making effective use of the funding it receives to support pupils who have special educational needs and/or disabilities. Pupils receive extra support during their transition from primary school, enabling them to settle quickly. Targeted support for pupils' learning and well-being is leading to good progress, especially in English and mathematics.
- The headteacher has an accurate view of the strengths and weaknesses of the school. School improvements are focused on the right priorities and the impact of these improvements are monitored regularly by school leaders. External consultants are used to validate the accuracy of leaders' evaluations.
- Leaders have correctly identified the barriers to learning for disadvantaged pupils. Funding is effectively used to break down pupils' social, academic and emotional barriers; for example, additional subject support, and opportunities to participate in a range of academic and cultural trips. As a result, disadvantaged pupils are making good progress across a range of subjects and the number in sustained education, employment or training has improved and is now close to the national average.
- Funding to support Year 7 pupils needing to catch up in literacy and numeracy is effectively used. Pupils make rapid gains in their learning. This is because they follow a structured support programme and staff carefully monitor their progress.
- Leaders are committed to providing pupils with a broad and balanced curriculum that meets their needs. In key stage 3, there is a dedicated focus on improving pupils' numeracy and literacy skills, resulting in improved progress in mathematics and English. This has not been to the detriment of other subjects as pupils still have access to the full range of creative, humanities, physical, linguistic and technology subjects.
- In key stage 4, pupils have the opportunity to study for the English Baccalaureate qualification. However, leaders have recognised that this is not appropriate for all pupils, so they regularly review the curriculum and amend it according to the needs of the pupils. Currently, pupils have access to a number of vocational courses in subjects such as sports, health and social care, and business. Their curriculum prepares pupils

well for education, training and employment beyond the age of 16.

- The curriculum provides well for pupils' spiritual, moral, social and cultural development and there is a strong emphasis on British values. There is a programme for delivering British values in form time, assemblies and through a range of subjects. Pupils get the opportunity to debate topical issues, for example the general election. Trips and visits, sporting events and opportunities to participate in clubs, contribute to the rich curriculum.
- Subject leaders are a highly motivated and well-informed group. They work collaboratively with senior leaders to improve standards within their subject. Subject leaders use a range approaches to monitor the provision in their subjects. As a result, they have introduced actions that are leading to improved outcomes for pupils.
- The trust provides highly effective challenge and support for senior leaders. The school has benefited from a wide range of staff training, visits to other trust schools to gain new ideas, and from subject experts supporting staff in the delivery of the revised curriculum.

### **Governance of the school**

- The governing body works in conjunction with the trust. Governors receive regular updates about pupils' progress, behaviour and attendance. Assessment information is accurate, enabling the governing body to gain an understanding of the strengths and weaknesses of pupils' achievement.
- Trustees hold school leaders robustly to account for pupils' achievement and the quality of teaching, learning and assessment. They have a good understanding of the strengths and weaknesses of the school through regular visits to the school. The trustees ensure that the statutory duties of governance are carried out rigorously. Trustees ensure that all policies are up to date and fit for purpose.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders ensure that safeguarding arrangements are up to date, of high quality and fit for purpose. Staff are regularly trained according to the latest guidance and understand their responsibilities in relation to keeping pupils safe. Leaders ensure that all pre-employment checks are carried out on all members of staff and volunteers. Consequently, risks to pupils are minimised.
- Safeguarding is a high priority in the school. Parents are provided with information on safeguarding via the school website, the parents handbook and through the pastoral care system in the school. Staff work well with agencies to ensure that vulnerable pupils are safe and well supported.
- Staff are alert to identifying possible signs of concern, including those related to child sexual exploitation or extremism. Staff report any concerns they may have about individual pupils. These are quickly followed up by senior leaders. Records relating to child protection are detailed and kept secure.
- Pupils are provided with information about keeping safe online and when using technology such as mobile phones. The school rigorously monitors the use of computers in the school and blocks all inappropriate sites. Inappropriate use of the

internet by students is quickly identified and actions taken. There is an informative section on the website for parents and pupils relating to the safe use of technology. Displays around the school provide information for pupils on how to keep safe in a variety of situations. This information supports provision in the curriculum and specialist days which cover topics such as drugs and anti-bullying.

## Quality of teaching, learning and assessment

- Teaching over time is leading to good progress across a range of subjects in both key stages. This is because teachers plan lessons that build on pupils' knowledge, skills and understanding.
- In lessons where progress is marked, staff use assessment information very effectively to plan work that really challenges pupils. Teachers use questioning well to gauge pupils' level of understanding and to deepen their knowledge. Teachers were seen setting highly challenging work in English, mathematics, art, history and languages. However, there remains an inconsistency in the quality of challenge set by some staff. Not all work is sufficiently demanding to deepen the skills, knowledge and understanding of all groups of pupils.
- Mathematics is taught well. Work in lessons enables pupils to develop mathematical skills, reasoning and fluency. Assessment is used effectively to identify areas where pupils need additional help. A programme of targeted support enables pupils to improve their knowledge and understanding quickly.
- Literacy is successfully promoted. Pupils are supported well in developing their fluency and comprehension skills across a range of subjects. For example, in photography pupils produced detailed research to accompany their practical work. Pupils read in lessons other than English and are encouraged to read for pleasure. The library has a lively and industrious atmosphere. It is very well used by pupils of all ages.
- Pupils are provided with ample opportunity to use mathematics in science. However, in some other subjects teachers are not providing sufficient opportunities for pupils to use mathematics in appropriate tasks, for example in some areas of design technology.
- Appropriate homework is set regularly and according to the school's policy. It effectively supports pupils' learning.
- Learning support assistants have good subject knowledge and work closely with the teacher to ensure that the needs of pupils who have special educational needs and/or disabilities are met.
- A few teachers are not consistently using the school's preferred approach to providing pupils with feedback on their work. Some teachers' comments are not precise enough to help pupils improve their work. Where teachers are following the policy pupils are making good progress as they are able to improve their work.

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school teaches pupils how to stay safe outside of school through personal, social and health education days. Displays around the school on safety and bullying promote the expectations which the school has of the pupils. Leaders are active in anticipating and managing risks that pupils may be exposed to, including extremism and radicalisation.
- Pupils are able to identify a member of staff they can approach if they have a problem.
- The school provides many opportunities for pupils to take on leadership roles, including as pupil ambassadors, prefects, librarians and mathematics mentors. During the inspection the school was hosting the Diana Awards on raising the awareness of bullying. Pupil ambassadors take their roles seriously and are proud to promote anti-bullying.
- The school works effectively with external agencies to ensure that pupils who require social and emotional support get the help they need. The school also runs a range of initiatives that are having a positive impact on pupils' self-esteem and confidence.
- The 'learners' voice group' meets regularly to discuss with leaders areas of improvement. Pupils provide feedback on areas such as enrichment week activities and homework. Pupils also make recommendations for improvements, for example to pupil planners. 'You said, we did' posters show that pupils' views are listened to and considered.
- Pupils have the opportunity to participate in a range of lunchtime and after-school activities. These include choir, chess, origami (paper folding) and a range of sporting activities.
- Most pupils say that bullying is dealt with promptly and effectively and say there is a member of staff they could talk to in school. The parent of one child who had experienced bullying reported, 'It was dealt with immediately, making my child feel safe and listened to. The problem has not arisen again.' However, there are a small number of parents and pupils who are not satisfied with the way the school deals with bullying.

### Behaviour

- The behaviour of pupils is good.
- Pupils are punctual to lessons, bring the right equipment and take pride in their work. Most pupils are confident and polite towards adults and walk around the school in a purposeful manner. However, there is a small minority who still find this a challenge.
- Behaviour at break and lunchtime is good. The dining hall is busy and can be noisy. However, it is respected by pupils who sit and eat their meals sensibly and display appropriate manners.
- Behaviour in most lessons is good, especially when the work is interesting and challenging them. Pupils' attitudes towards their learning are positive and pupils are

developing a mature understanding of how they take responsibility for their own learning, especially in key stage 4.

- Pupils respond well to praise and value the rewards they receive. 'Pride points' have had a positive effect on improving pupils' progress and behaviour for learning.
- Since expectations for behaviour have been raised, the number of pupils who receive fixed-term and permanent exclusions has been above average. However, school information relating to the number of incidents for pupils currently in the school indicates a marked decline on previous years.
- There are still a minority of pupils who find managing their behaviour challenging. Pupils are receiving individual support from senior leaders and, where appropriate, external agencies. Leaders are able to provide information on the reduction in the number of incidents but they are not analysing the impact of their actions on the different groups of pupils. As a result, they are not able to evaluate which strategies are having the most impact.
- Pupils' overall attendance is in line with that seen nationally. However, the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities has been below average for two years. Staff are committed to improving the attendance of this small group of pupils and they have tried a variety of strategies. Staff rigorously track pupils' attendance in order to evaluate the impact of their actions. There is evidence to show that the attendance of these groups of pupils is improving. School leaders are aware that improving attendance is a priority for the school.

## Outcomes for pupils

**Good**

- Pupils typically enter the school with attainment that is well below the national average. The achievement of pupils has improved since the previous inspection, especially in mathematics and English. In 2016, the proportion of pupils leaving Year 11 having attained a grade C or above in both English and mathematics was above average. The proportion gaining the higher grades in the English Baccalaureate was also above average. This represented good progress from pupils' individual starting points.
- The work and progress information for pupils in the current Year 11 indicates that they are making good progress. Pupils' progress in subjects such as languages, history and science is indicating stronger progress than in previous years.
- In 2016, the progress of disadvantaged pupils, especially the most able, was well below average. School leaders have quickly addressed this and, as a result of effective support tailored to meet the needs of individuals, disadvantaged pupils are now making good progress. The difference between their progress and that of other pupils nationally is quickly diminishing. However, they are not yet achieving as well as their peers.
- In key stage 4 art, textiles and photography standards are exceptionally high due to teachers' expectations and pupils' high level of commitment to their learning. Work in history, languages, mathematics and science is also of a very good standard across all year groups.
- Pupils read well. Lower-ability pupils who read to the inspectors read with confidence

and a high degree of fluency and expression. Pupils were complimentary about the support they receive and were able to explain how the different activities help them with their reading and comprehension in a variety of subjects.

- As a result of highly effective support, pupils who have special educational needs and/or disabilities currently in the school are making rapid progress. In some subjects their progress is more rapid than that of their peers.
- By the end of Year 11, the attainment of most-able pupils is in line with the national average for this group of pupils in a range of subjects. Work in current pupils' books indicates that most-able pupils are continuing to make good progress. However, in some subjects there is room to challenge them further.
- Pupils leave the school well prepared for further education, training or employment. Pupils receive independent careers advice and they receive a good range of information about their post-16 options. As a result, the number of pupils who do not go on to education, employment or training is low.

## School details

Unique reference number	137541
Local authority	Norfolk
Inspection number	10031397

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,039
Appropriate authority	Academy trust
Chair	Marc Jordan
Headteacher	Alison Mobbs
Telephone number	01493 661406
Website	<a href="http://www.lynngroveacademy.org.uk">www.lynngroveacademy.org.uk</a>
Email address	<a href="mailto:enquiries@lynngroveacademy.org.uk">enquiries@lynngroveacademy.org.uk</a>
Date of previous inspection	13–14 May 2015

## Information about this school

- The school is larger than the average-sized secondary school.
- The proportion of pupils supported by the pupil premium is below average.
- The proportion of pupils from minority ethnic groups and who speak English as an additional language is below average. Most pupils are of White British heritage.
- The proportion of pupils who have special educational needs and/or disabilities is broadly average.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is a sponsor-led academy and part of the Creative Education Trust.
- The school meets the government's current floor standards for pupils' attainment and

progress by the end of key stage 4.

- The school no longer makes use of alternative provision for pupils.

## Information about this inspection

- Inspectors gained a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in 29 lessons, looked at pupils' work and spoke to them about their learning. Inspectors made a number of short visits to lessons to look at learning. Senior and middle leaders joined inspectors for some of these observations. Inspectors also observed senior leaders giving feedback to teachers on the quality of learning in their lessons.
- Inspectors met with the headteacher, senior and middle leaders and three groups of pupils. The lead inspector met with the director of education from the Creative Education Trust, who was representing the governing body.
- Inspectors observed pupils' behaviour in lessons, in assembly, at break and lunchtime, and when moving around the school between lessons. They also spoke informally with pupils on these occasions.
- Inspectors looked at a range of documents including the school's analysis of its own work and its improvement plan, information on pupils' academic progress, and documents relating to the quality of teaching, staff training, behaviour, attendance and safeguarding.
- Inspectors talked to two groups of pupils about reading and listened to them read. They visited an assembly and a form period.
- The lead inspector also considered the 95 responses to the online questionnaire, Parent View, including 38 free-text responses. The views of 70 pupils who completed questionnaires were taken into account.
- The views of 47 staff who completed questionnaires were also considered.

## Inspection team

Caroline Pardy, lead inspector	Ofsted Inspector
Judith Wakeling	Ofsted Inspector
Nicola Hood	Ofsted Inspector
Pete Sewell	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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