

Inspection of a good school: Sir Robert Pattinson Academy

Moor Lane, North Hykeham, Lincoln, Lincolnshire LN6 9AF

Inspection dates:

12–13 November 2019

Outcome

Sir Robert Pattinson Academy continues to be a good school.

What is it like to attend this school?

This is a calm, happy and caring school. Pupils flourish as a result of the good quality of education and the opportunities open to them. They know that their teachers want them to be successful and enjoy their learning. Pupils respond well to this challenge. They work hard in lessons and achieve well. Teachers make sure that lessons are interesting and varied.

Pupils told us that there have been many improvements since the headteacher joined the school. As one pupil said, 'Everything changed.' Pupils agreed that this change was for the better. They said that behaviour has improved and that pupils get on well with each other.

Pupils enjoy the new house system because it encourages them to work together. It promotes healthy competition, for example on sports day. Pupils like taking on leadership roles, such as in the school council. They enjoy the many interesting and exciting activities outside lessons.

Pupils say that they feel safe in school and that bullying happens very rarely. They are confident that staff will deal well with any bullying that does occur. The support that teachers give pupils, and that pupils give each other, helps make the school the caring community that it is.

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

The school provides a good quality of education. In the short time they have been at the school, the headteacher and deputy headteacher have raised expectations in relation to pupils' attendance, behaviour and achievement. Pupils achieve well in most subjects.

Pupils have the opportunity to study a wide range of subjects. For example, the school offers a choice of three different modern foreign languages. Leaders have changed the way they teach design and technology so that pupils now study the subject in greater depth. Pupils receive guidance in their choice of GCSE subjects to study. This is so that they study subjects that prepare them well for their next steps. Leaders encourage pupils

to study GCSEs in history or geography and modern foreign languages.

Subject leaders have reviewed the learning in all subjects. Plans set out clearly what pupils should learn and when, and ensure that pupils build on previous learning. In modern foreign languages, for example, pupils build up their knowledge of tenses and grammar term by term. In design and technology, they develop knowledge in food technology, resistant materials and graphics. They use their knowledge in each of these subjects to support their learning in the other two. In mathematics, pupils revisit topics in greater depth so that they become secure in their understanding. They apply their knowledge to solve mathematics-based problems. Pupils develop their knowledge of literature by studying set texts in different subjects. For example, pupils study 'Frankenstein' in science.

Teachers' subject knowledge is strong. They use this well to plan learning and to support pupils in lessons. Teachers check pupils' understanding often. Pupils who struggle receive extra support. This includes pupils with special educational needs and/or disabilities.

There are many opportunities for pupils to learn about the wider world and to prepare for their next steps. During regular 'drop-down' days, pupils learn about healthy living and how to keep safe. They also learn about different career opportunities. Older pupils receive support to prepare for when they leave the school, including applying to study at university. Pupils learn about different values and beliefs. They understand the importance of caring for their own well-being and mental health and that of others.

The quality of education in the sixth form is improving. There are changes under way so that all sixth-form lessons take place on the school site.

School leaders have high expectations of their staff but take steps to support their well-being. They try to ensure that staff are not doing unnecessary work. Staff appreciate this support. They work hard for their pupils.

Safeguarding

The arrangements for safeguarding are effective.

All staff take their responsibility to keep pupils safe seriously. They are well trained to spot any problems early. Leaders regularly check staff knowledge of safeguarding procedures, including through a weekly quiz.

Staff know to pass on any concerns to safeguarding leaders, no matter how small. Leaders respond quickly to any concerns. They work well with parents and carers, agencies and other schools to support pupils.

Safeguarding leaders meet regularly to check that the support for pupils is working. Senior leaders thoroughly check the suitability of new staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Over the last year, leaders have reviewed the curriculum in all subjects. They have done this to make sure that there is coherent, clear and detailed sequencing of learning. This has ensured that pupils are now able to build on what they already know as they learn new concepts. This has led to pupils knowing more and being able to do more. Leaders should ensure that these curriculum plans become fully embedded in all subjects so that all pupils, including sixth-form students, achieve as well as they should.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 22 April 2016.

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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	137135
Local authority	Lincolnshire
Inspection number	10110159
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,186
Of which, number on roll in the sixth form	121
Appropriate authority	Board of trustees
Chair of governing body	Reverend Canon Alan Robson
Headteacher	Dale Hardy
Website	www.srpa.co.uk
Date of previous inspection	21–22 April 2016

Information about this school

- Since the previous inspection, the school has appointed a new headteacher and deputy headteacher. There is also a new chair of governors.
- The school uses one alternative provider. This is Acorn Free School in Lincoln.

Information about this inspection

- We held meetings with senior leaders, other leaders, members of staff and members of the governing body.
- We looked in detail at four subjects – English, mathematics, design and technology, and geography. We met with curriculum leaders, teachers and groups of pupils. We visited lessons and looked at pupils' work.
- We considered a range of documents. These included those relating to self-evaluation and school improvement, as well as safeguarding and the quality of education.
- The lead inspector checked the school's single central record and the procedures for

the recruitment of staff. He met with the designated safeguard lead and checked pupils' records.

- We spoke to staff and pupils to find out how pupils are kept safe.
- We reviewed the 99 responses to Parent View, the 42 responses to the staff survey and the 221 responses to the pupil questionnaire.

Inspection team

Paul Heery, lead inspector	Ofsted Inspector
Jackie Thornalley	Ofsted Inspector
Kathryn Hardy	Ofsted Inspector

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