

Inspection of Flegg High Ormiston Academy

Somerton Road, Martham, Great Yarmouth, Norfolk NR29 4QD

Inspection dates: 18 and 19 May 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Many pupils, including those with special educational needs and/or disabilities (SEND), say that they like learning at Flegg High Ormiston Academy. They learn an ambitious curriculum. They notice the improvements that leaders have made to how many subjects are taught. Most pupils understand the importance of education.

Pupils have an increasing awareness of the school's new values of kindness, aspiration and respect. They say these are having a positive impact on the atmosphere around the school. Plenty of pupils have a settled approach to their studies. It is not the case for some who are not yet rising to meet leaders' high expectations of their behaviour. Pupils, many of whom are keen to do well, get frustrated by the off-task behaviour of some of their classmates. They have the same view of some pupils' conduct at social times.

Pupils say they can turn to adults, in particular in the pastoral team, for support if concerns arise. This contributes to pupils' sense of security at school. Pupils say that the occasional incidents of bullying are sorted out by adults.

Pupils like the opportunities they have to take on leadership roles in their school.

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

Leaders, supported well by Ormiston Academies Trust (The trust), are improving the school. The impact of their work is particularly visible in changes made to the curriculum and teaching. Leaders have set out the important knowledge pupils need to know and are supporting teachers to teach it well. Leaders have emphasised the development of pupils' awareness of the wider world too.

The curriculum in most subjects builds pupils' knowledge in a logical way. Teachers know the content and sequence of the curriculum. In keeping with the Flegg Way, many take pupils, including those with SEND, through new knowledge step by step. Teachers link new learning to previous studies. They check pupils have a solid grasp of information before moving on to more challenging work. Teachers give pupils time to apply new knowledge and methods they have studied. This is a strong feature of learning in art, geography and history. Pupils remember a lot of what they study. Many produce good quality work. In a couple of subjects, teachers are still learning how best to deliver the amended curriculum. Where this is the case, pupils have a less secure grasp of key knowledge.

Leaders have put in place an effective programme of support for pupils who struggle with their reading.

Leaders have taken steps to reinforce routines of behaviour and learning. They have re-empathised expectations of pupils' behaviour. This has helped most pupils navigate an unsettling period of staffing changes and absence, caused in part by COVID-19. Inspectors saw plenty of examples of pupils learning in a calm productive

atmosphere. Inspectors also saw lessons where this was not the case. Some pupils have not yet taken leaders' expectations to heart. This is more the case in some year groups than in others. Pupils say some of their learning is disrupted by other pupils' off task behaviour. While pupils say they choose to ignore this, it frustrates them. The number of incidents that lead to pupils spending time in the school's reflection room are too high.

Pupils have a growing understanding of and respect for people's differences. In many subjects, pupils learn about different cultures and beliefs. Pupils contribute to the school and local community through the events team and other leadership opportunities such as reading buddies. The well-designed careers programme helps pupils to make informed decisions about their futures.

The trust and local governors provide leaders with appropriate support and challenge. Together, they have focused on the right priorities for improvement.

Leaders seek and take heed of the views of staff, parents, and pupils. One example of this is leaders' collaborative approach in establishing the new school values. However, parents have mixed views about the education and care the school offers. Some do not feel that they are well informed about their children's education.

Safeguarding

The arrangements for safeguarding are effective.

The trust carries out thorough checks to make sure that the school's systems for safeguarding are fit for purpose.

Leaders make sure staff are well placed to carry out their duties to safeguard pupils' well-being. Staff know the risks that pupils may face in the wider world. Staff also know the signs that indicate a pupil may be at risk, and how to report any concerns.

Leaders take appropriate steps to make sure that pupils get the extra help that they need.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Many pupils are keen to do well. However, they report that the behaviour of some pupils disrupts learning and causes them frustration. This is more the case in some year groups more than in others. Some pupils do not behave as well as they should at social times. Leaders need to take further steps to make sure that all pupils' behaviour reflects the school's values of kindness, aspiration and respect.
- Leaders have improved the curriculum and how it is taught. In doing so, they have been mindful of the need that this is done in a way that secures sustained improvement. Leaders' work in a couple of subjects is not as far along as it is in

others. Where this is the case, teachers are not as confident and fluent in teaching the intended curriculum. Leaders should continue to train and support staff to deliver the curriculum well in all subjects.

- Leaders have put in place several avenues of communication with parents. However, some parents express concern about how well informed they are about their child's education. Leaders should continue to review and amend their approaches to engage and communicate with parents.

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.

If you are the school and 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	145501
Local authority	Norfolk
Inspection number	10227581
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	804
Appropriate authority	Board of trustees
Chair of trust	Paul Hann
Principal	Jane Bennett
Website	www.fleggormistonacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Flegg High Ormiston Academy is a smaller than average size secondary school.
- The principal took up her post in September 2021.
- At the time of the inspection leaders were not using alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in art, English, geography, history and science.

- For each deep dive, inspectors met with subject leaders, looked at curriculum documentation, visited a sample of lessons, spoke with teachers, spoke with some pupils about their studies and looked at samples of pupils' work.
- Inspectors also spoke with subject leaders and looked at curriculum documentation and some pupils' work in a small number of other subjects.
- Inspectors met with the principal and other leaders including the vice principal, and the assistant principals, one of whom is the school's special educational needs coordinator.
- Inspectors looked at school documentation and spoke with pupils, leaders, teachers, support staff, members of the local governing body (LGB) and a representative from the trust to establish the effectiveness of the school's safeguarding procedures.
- The lead inspector met those responsible for governance. These meetings involved a representative from the trust and three members of the LGB, including the chair.
- Inspectors spent time observing and speaking with pupils at breaktimes and lunchtimes. Inspectors met with several groups of pupils to gather their views of their school.
- Inspectors took account of the views of parents expressed in the 109 responses to Ofsted Parent View, in emails received by the school over the course of the inspection, and in a discussion held with one parent.
- The inspector considered the views in the 48 responses to the pupil survey and the 59 responses to the staff survey.

Inspection team

John Lucas, lead inspector	Her Majesty's Inspector
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Elizabeth Shapland	Ofsted Inspector
Susan Sutton	Ofsted Inspector

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