

Inspection of a good school: Broadland High Ormiston Academy

Tunstead Road, Hoveton, Norwich, Norfolk NR12 8QN

Inspection dates:

8 and 9 November 2022

Outcome

Broadland High Ormiston Academy continues to be a good school.

What is it like to attend this school?

Pupils benefit from the school's strong sense of community. Pupils are kind to each other. They feel safe. Pupils value the leadership roles that are available to them, for example form tutor representatives, prefects and the academy council. These positions build good relations between year groups. Relationships between staff and pupils are strong. Bullying is rare, but staff deal with it effectively if it occurs.

Leaders have high expectations for pupils. Pupils study a broad and ambitious curriculum. This includes a wide range of subjects from Years 7 to 11. Pupils are supported to do well by teachers, who have good subject knowledge. Leaders are not complacent in their ambition for pupils. They continually develop the curriculum. For example, art leaders have introduced a range of lesser-known artists to develop pupils' appreciation of artistic diversity.

Pupils behave well in lessons. There is an orderly atmosphere in school. On the rare occasions that pupils are less well behaved, staff manage it effectively.

Pupils appreciate the provision in place for their wider development. They enjoy participating in a range of clubs and productions, such as 'Little Shop of Horrors'. This helps to build their confidence.

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

The school has planned a high-quality curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Subject leaders have a secure knowledge of how pupils should build skills and knowledge over time, including preparing them well for GCSEs and post-16 courses.

Teachers have good knowledge in the subjects that they teach. They confidently adapt their teaching to ensure that pupils receive a high standard of education. Teachers present new information clearly and use appropriate strategies to help pupils to get

better. For example, they regularly use quick retrieval quizzes, which helps pupils remember key information. In lessons, pupils have opportunities to practise their learning. Teachers use assessment to identify any gaps in pupils' skills or knowledge. They then adapt their teaching to ensure that pupils fill those gaps. Sometimes, the work required of pupils does not always match the ambition of the planned curriculum. When this happens, pupils do not do as well as they could.

Pupils who struggle when they join the school are helped to become fluent in their reading. Staff ensure that pupils read books at the right level for them. Pupils read regularly. They make good use of the school library, which has a wide range of appropriate texts.

Very little low-level disruption occurs in lessons. When pupils are not as focused, teachers quickly encourage them to manage their behaviour. This ensures that these pupils do not get behind in their learning.

The school works closely with local primary schools to ensure that the needs of pupils with SEND are well met. Teachers are provided with clear communication plans by SEND leaders. Consequently, staff are confident and skilled in supporting these pupils. Leaders work closely with external agencies to ensure that additional assistance is provided, if needed.

Pupils are taught to be tolerant and respectful of others. They appreciate opportunities they are given to learn about people's differences. This prepares them well for life in modern Britain. Pupils value the range of activities available to develop their skills and interests. As well as music and sporting clubs, pupils take part in trust-wide competitions, such as a baking challenge. Many pupils also take part in The Duke of Edinburgh's Award. Pupils are positive about how this supports them to make new friends.

Leaders have a good understanding of the school's strengths and areas for development. Staff are happy and feel well supported by leaders. Governors are well trained and experienced. They work well with the trust to provide effective challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding leaders are skilled and experienced in their role. They have embedded a safeguarding culture which keeps pupils safe. Training to identify pupils who may be at risk of harm is precise. Staff report potential concerns with confidence. Where appropriate, the school works with outside agencies and partners to manage and help with safeguarding.

Pupils are taught how to be safe online and offline. Pupils receive important information on how to look after themselves through personal, social and health education lessons, regular assemblies and tutor time sessions.

Leaders make sure that the required checks are made on all staff and recorded on the single central record.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have planned an ambitious curriculum. Staff have good knowledge in the subjects that they teach. Sometimes, teachers' pedagogical choices are not consistently strong. This means that they do not always provide pupils with work that reflects the ambition of the planned curriculum. Leaders at all levels need to ensure that staff make appropriate teaching choices to support all pupils to meet the demands of the curriculum.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Broadland High School, to be good in November 2011.

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.

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	146063
Local authority	Norfolk
Inspection number	10241546
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	742
Appropriate authority	Board of trustees
Chair of trust	Paul Hann
Headteacher	Matthew Sprake (Principal)
Website	www.broadlandhighoa.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The principal was appointed in February 2021.
- The school currently uses one registered alternative provider, Academy 21. The school currently uses two unregistered alternative providers.
- Broadland High Ormiston Academy converted to become an academy school in August 2018. When its predecessor school, Broadland High School, was last inspected by Ofsted, it was judged to be good overall.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with the principal and the vice-principal, as well as governors.
- The inspectors carried out deep dives in mathematics, modern foreign languages, art and design, and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The lead inspector also listened to a range of pupils reading.
- An inspector scrutinised the single central record of recruitment and vetting checks. The lead inspector also met with the designated safeguarding lead and reviewed safeguarding records. Inspectors spoke to governors, staff and pupils about safeguarding procedures.
- The lead inspector reviewed 165 responses to Ofsted’s online survey, Ofsted Parent View, including 153 free-text responses. She reviewed one letter from a parent and met with one set of parents in person. She also reviewed 30 responses to Ofsted’s staff survey and 205 responses to Ofsted’s online pupil survey.

Inspection team

Bessie Owen, lead inspector

His Majesty’s Inspector

Peter Whear

Ofsted Inspector

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