



Broadland High School

Inspection Report

Unique Reference Number 121159
LEA NORFOLK LEA
Inspection number 294468
Inspection dates 28 June 2006 to 29 June 2006
Reporting inspector Mr. Alan Clamp HMI

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

Type of school	Secondary	School address	Tunstead Road
School category	Community		NR12 8QN
Age range of pupils	11 to 16		
Gender of pupils	Mixed	Telephone number	01603 782715
Number on roll	703	Fax number	01603 777 870
Appropriate authority	The governing body	Chair of governors	Mr. Antony Howard
Date of previous inspection	21 May 2001	Headteacher	Mr. Don Cameron

Age group	Inspection dates	Inspection number
11 to 16	28 June 2006 - 29 June 2006	294468

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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

Broadland High School is a mixed 11 to 16 community school with 703 students. From September 2004 the school has been designated as a Specialist Mathematics and Computing College. The proportion of students eligible for free school meals is lower than the national average. A small number of students are from minority ethnic groups and very few students do not have English as their first language. The proportion of students that have learning difficulties and disabilities is similar to the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory, with many aspects of the provision that are good. The school has taken effective steps to promote improvements since the last inspection. Standards have improved in science and in music. The outcomes of monitoring are now used more effectively to improve teaching and learning. Improvements have been made to the school's accommodation. Students make satisfactory progress overall and achieve broadly average standards. The school has started to focus on improving the standards achieved by the more able students and these students are making much better progress this year. The personal development and well-being of students are good. Teaching and learning are also good and this is starting to have an impact on the progress made by students. Progress would be improved by greater clarity and focus in individual action plans, and more challenging targets for the most able students. The curriculum meets the needs and interests of most students very effectively. However, a greater range of vocational options is required for students aged 14 to 16. Care, guidance and support for students are good. The leadership and management of the school are good. Leaders and managers set a clear direction for improvement. Quality improvement arrangements are satisfactory overall and more thorough and rigorous use of performance data is now required to maximise the effectiveness of these arrangements. Value for money is satisfactory. The specialist status of the school has contributed to higher standards, better resources and improvements in teaching and learning. The school's own evaluation of its effectiveness is comprehensive and largely accurate. Inspectors agreed with many of the judgements in the school's self-evaluation, but did not agree that the overall effectiveness of the school is good. The capacity of the school to improve is good.

What the school should do to improve further

- Continue to focus on strategies to improve the standards achieved by students, particularly those with higher ability.
- Improve the effectiveness of action planning for individual students in order to promote progress.
- Increase the range of vocational options available to students aged 14 to 16.
- Make better use of assessment data and other information to improve the performance of the school.

Achievement and standards

Grade: 3

Inspectors agree with the school's self-evaluation that achievement and standards are satisfactory. Test results in 2005 for Year 9 students were significantly above the national average in English and similar to the national averages in mathematics and science. The proportion of students achieving the equivalent of at least five GCSEs at grades A*-C was similar to the national average. The average points score achieved in Year 11 examinations in 2005 was significantly above the national average. Students achieved well in GCSE design and technology and modern foreign languages.

Achievement was weaker in information and communications technology (ICT). The school sets itself appropriate targets. Overall the school met its targets for the proportion of students achieving level 5 or above in Year 9 tests. It did not meet its targets, however, for the proportion of students achieving the equivalent of at least five GCSEs at grades A*-C. Attainment on entry to the school in Year 7 is broadly average. The overall rate of progress made between Year 7 and Year 9 declined in 2005 and was similar to the national average. However, school data indicates that progress made between Year 7 and Year 9 in science and mathematics has improved in 2006. The overall progress made by students between Year 7 and Year 11 is satisfactory. Students made better progress in mathematics than they did in English and science. Evidence from observations of teaching and learning made during the inspection suggests that there have been significant recent improvements which have resulted in a surge in the progress made by students in the current year. Students with learning difficulties and disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Students enjoy coming to school. They are supportive of the school and value the opportunities afforded them by the good range of extra-curricular activities. Students respect each other, their teachers and other adults, and this is reflected in the good behaviour evident both in lessons and around the school. Students respond positively in lessons although there are sometimes too few opportunities for more able individuals to be challenged sufficiently. Attendance is broadly average and there are very few exclusions. Students confirm the school's view of itself as a safe and inclusive community. Students develop good enterprise skills through the provision of careers education and work related learning. They are encouraged to adopt a healthy lifestyle through regular sports activities and the good provision for healthy eating. Students' spiritual, moral, social and cultural development is good. They develop a clear sense of social awareness within a strong moral framework and make a satisfactory contribution to the wider community. Many students are involved in fund-raising activities for charity and Year 9 students make an important contribution to the success of the primary school sports day. Students' spiritual and cultural development is evident in their care and concern for others, as well as the quality of their creative and imaginative work. Uplifting artistic display and extensive involvement in musical and dramatic activities enhance students' aesthetic appreciation.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agree with the school's self-evaluation that the quality of teaching and learning is good. Recent improvements have been made, particularly in increasing the challenge for more able students and these are starting to have an impact on the

progress made by students, which is improving rapidly. The good and outstanding lessons are characterised by clear planning and thorough preparation. A wide range of learning activities ensures that students are actively involved. Particularly good use is made of ICT to enliven lessons. Teachers use effective questioning techniques to check students' understanding. Students make good use of their creative and imaginative skills. They work purposefully and make good progress. In several of the small proportion of lessons that were judged to be satisfactory, students were not as actively involved in learning and their understanding was not always checked thoroughly. The progress made in these lessons was not as good as it could have been and there was insufficient challenge for the more able students. The school has satisfactory arrangements for the monitoring and evaluation of teaching and learning. The assessment of students' work is satisfactory overall with some examples of good practice. The monitoring of students' progress is an area for improvement. Target setting is generally robust and student performance is reviewed formally twice each year. However, greater clarity and focus are required in action plans to promote the progress made by individual students.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. This includes provision for gifted and talented students and those with learning difficulties and disabilities. The school has used effectively the awarding of specialist schools status to broaden learning opportunities and improve resources in mathematics and ICT. The curriculum is broad and balanced for students in Key Stage 3. The school provides a satisfactory range of subjects at Key Stage 4. Links with other providers are planned that will result in a wider variety of vocational courses to match more closely the learning needs and career aspirations of students aged 14 to 16 years. Work related and enterprise education, which includes careers guidance, has been planned particularly well throughout the school so that it forms an integral part of learning in subject areas. The curriculum is enriched with a good range of activities and visits. The school does not provide a daily act of collective worship, but a comprehensive and effective programme of personal and social education is provided.

Care, guidance and support

Grade: 2

The quality of care, guidance and support is good. The school has a very inclusive approach and knows its students well. Effective induction arrangements and close links with primary schools enable students new to the school to settle in quickly. There are secure procedures for the protection of children and a clear awareness of health and safety issues. The school provides helpful information and advice about subject options and the range of education, training and employment opportunities available to students leaving the school. Targets are set and academic progress is reviewed regularly. However, more informative reports could provide a much clearer indication of where improvement is necessary and how it could be made. The support for students

with learning difficulties and disabilities is good, although the sharing of information about these students between teachers, tutors and support staff could be improved.

Leadership and management

Grade: 2

Leadership and management are good. Leaders are well focused on raising achievement and promote effectively the personal development of students. The school's achievement of specialist status, and the driving forces behind this, is indicative of the good management and clear educational direction. In turn, specialist status is helping both to improve the quality of teaching and to gradually raise achievement and standards. Students' progress is satisfactory and improving. The school provides satisfactory value for money. A few parents have expressed concerns that there is insufficient consultation about their children's progress, and that their children's views are insufficiently taken into account about school initiatives. Inspectors agree this has been the case at times, but recognise that there are plans in place to redress matters. There is good capacity, and determination, to build on the improvements since the last inspection. The prudent management of resources and the expansion in accommodation are helping to improve significantly the environment for learning. There is informative monitoring of the school's life and work. However, it is not always clear how this helpful information feeds through into development planning. The school has recognised the need to strengthen its use of data for monitoring and improving performance. There is a good approach to ensuring equality of opportunity for all students. Staff are thoroughly professional, and help students feel secure and able to concentrate on their learning. Apart from ensuring a daily act of collective worship, governors fulfil their statutory responsibilities effectively. They support the school well, and are developing increasingly important links to enable them to undertake their role as critical partner.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

On behalf of the inspectors who visited Broadland High School on the 28 and 29 June, I would like to thank you for welcoming us to your school. We enjoyed the opportunity to share your achievements and talk to you. Many of you helped us find our way around and let us know your views. We think that you might like to know what we think about the school. What we liked about your school: - your personal development and well-being are good - you show care and consideration for others - teaching and learning are good and there are very positive relationships between you and your teachers - you have access to a good curriculum and take part in a wide range of extra-curricular activities - you receive good care, guidance and support within the school - the school is well led and managed. What we have asked your school to do now: - continue to focus on methods to improve your progress, particularly those of you who are capable of reaching high standards - help you to identify more clearly what you need to do to reach your targets - increase the range of vocational options available to those of you aged 14 to 16 - make better use of assessment data and other information to improve the performance of the school. The school is satisfactory overall with many good features and is in a good position to make further improvements. The school has high hopes for the future and it will need you to play your part. We wish you every success.