

Broadland High School

Inspection report

Unique Reference Number	121159
Local Authority	Norfolk
Inspection number	327417
Inspection dates	24–25 June 2009
Reporting inspector	David Knighton HMI

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number on roll	
School (total)	701
Appropriate authority	The governing body
Chair	Mr A Howard
Headteacher	Ms C Dallas
Date of previous school inspection	28 June 2006
School address	Tunstead Road Hoveton Norwich Norfolk NR12 8QN
Telephone number	01603 782715
Fax number	01603 777 870

Age group	11–16
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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 smaller than average comprehensive school serving a largely rural area of north Norfolk. It has been a designated specialist mathematics and computing school since 2004. The proportion of students with learning difficulties and/or disabilities is below the national average. Numbers of students from minority ethnic groups, and with English as an additional language, are very low. The school has achieved the Arts Mark Silver and the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Broadland High School is a good and improving school. It provides a calm and stimulating working environment in which students enjoy learning and teachers enjoy teaching. Students make good progress during their time in the school and they achieve good GCSE results. They are very pleasant and considerate young people, who are welcoming to visitors and excellent ambassadors for the school. Their personal development is outstanding. The large majority of teaching is good, though in a few lessons work does not fully challenge all students. Heads of house and tutors provide effective care and support for students; their role in academic guidance is still developing.

The success of the school owes much to effective leadership and management. Staff and students have responded well to the strong and visible leadership of the headteacher, and they appreciate the fact that everyone's contributions to the life and work of the school are welcomed and valued. Governors and middle managers share the vision and commitment of the senior leadership team to continuous improvement in all aspects of the life of the school. The school meets all its statutory duties, though its promotion of community cohesion needs greater coherence.

Parents are mostly supportive of the school and appreciate what is provided for their children. However, a number understandably raised concerns about the effects of several staffing problems experienced by the school during the last year. The school, with good support from the local authority, took appropriate steps, in difficult circumstances, to minimise the impact of these staffing difficulties and new appointments have now been made to resolve the issues.

The school's specialist status has been used to good effect to improve provision for students and to support other schools in the area. Most of the school's specialist targets have been met. The school's enhanced resources for information and communication technology (ICT) are used extensively and effectively across all subjects. Initiatives, such as the development of thinking skills, have been piloted in the mathematics department and then spread across the school. The specialist departments are also taking a lead in developing courses for families and for the wider local community, as part of the development of Broadland as an extended school. Links with primary schools and with colleges in the area are strong, ensuring effective transition at ages 11 and 16, and extending the range of options available for older students in the school.

The school has successfully addressed the areas for improvement from its last inspection report. The improving outcomes for its students, developments in the curriculum and the effectiveness of its self-evaluation and action planning all point to the school's good capacity to improve still further.

What the school should do to improve further

- Continue to improve achievement by more effective matching of work to the range of needs in classes, particularly to stretch the most able.
- Further clarify and support the roles of heads of house and tutors in academic monitoring and mentoring of students.
- More systematically analyse how the school can support community cohesion and development, and put in place processes to evaluate its impact in these areas.

Achievement and standards

Grade: 2

Students' achievement is good. They enter the school in Year 7 with attainment that is slightly above average, and make consistently good progress in Key Stage 3. In the last two years progress in Key Stage 4, whilst satisfactory, has not been as strong, and this has meant that progress made overall by students has been no more than satisfactory. However, the school's rigorous tracking data and projections for GCSE results in 2009 indicate good progress this year in Key Stage 4, as well as in Key Stage 3. This is confirmed by inspectors' classroom observations, where progress was judged to be good or better in almost 90% of lessons seen. All groups of students, including those with learning difficulties and/or or disabilities, make good progress. Whilst boys' examination results are not as good as those of girls, they make comparable progress overall.

Students' attainment is above average, and has remained so despite some measures of GCSE performance falling slightly in 2007 and 2008. There are strong indications of a marked improvement in 2009 GCSE results. The proportion of students gaining five or more grades A* to C, including English and mathematics, has remained significantly above the national average in each of the last three years.

Personal development and well-being

Grade: 1

The personal development of students is outstanding. Students are proud of their school, and they thoroughly enjoy the time they spend in it. They behave safely in lessons and around the school, and show very positive attitudes to learning. Movement around the site is calm and orderly, and behaviour was exemplary in all the lessons observed. Students take responsibility for their behaviour, show respect for each other and for adults, and are co-operative and mutually supportive. Bullying is extremely rare and students report that it is dealt with quickly and effectively when it happens. Attendance is above average, with only a small number of persistent absentees, and punctuality to school and to lessons is good. The number of exclusions is low, and it is rare for students to be excluded more than once.

The quality of teaching and the range of experiences provided by the curriculum ensure that students' social, moral, spiritual and cultural development is good. The students are aware of the importance of a healthy lifestyle, and the well-structured programme of personal, social and health education makes an important contribution to this understanding. There is good take-up of healthy school meals, which are popular and offer appropriate choice and quality. All students have at least two hours a week of physical education (PE) and many are enthusiastically involved in a wide range of additional sporting activities. Students willingly take on important roles of responsibility, such as the School Council, and the prefect system. They share a strong sense of community within the school, which is enhanced by the house system. Some students carry out voluntary work in the community and all raise money for charities, including those in the developing world. A wide range of activities, such as enterprise days, and elements of the personal, social and health education (PSHE) programme, successfully increase students' knowledge of the workplace and prepare them well for careers and working life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The monitoring of the effectiveness of teaching is now both systematic and thorough. Students enjoy learning and teachers' lively and interesting lessons motivate them to work hard. The great majority of lessons observed were at least good and none were less than satisfactory, although only a few outstanding lessons were seen. Working relationships are very supportive and, in most lessons, enthusiastic, well-informed teachers have high expectations of what pupils can achieve. The pace of work is usually good, and teachers' willingness to use a variety of approaches leads to effective learning. Skilful use of open-ended questioning encourages a mature level of discussion and there are good opportunities for students to work independently. Computer technology now forms an integral part of many lessons and teachers use interactive whiteboards very well to enhance learning. The overwhelming majority of students work hard and they speak highly of their teachers. The teaching of students with learning difficulties and disabilities meets their individual needs and helps them to make good progress. Where teaching is less effective, work is not so challenging, pace is slower and students have fewer opportunities to work independently.

The use of assessment information to track the progress of students against targets is good. Students have challenging targets and, through good self, peer and teacher assessment, have a good understanding of what they need to do in order to achieve them. In some subjects, for example in English, art and textiles, assessment for learning is of very high quality. The use of assessment to guide the planning of teaching and learning, whilst good overall, is not always focused on ensuring that work matches the individual abilities of all students in a class. As a result, higher-attaining students are sometimes insufficiently well challenged. Although work is mostly well marked, there are inconsistencies and, in some subjects, missed or incomplete work is not followed up.

Curriculum and other activities

Grade: 2

The curriculum is good. All requirements of the National Curriculum are met, and appropriate amounts of time are allocated to curriculum areas. Good literacy and numeracy support is provided for students whose attainment on entry to the school is below average. The range of opportunities in Years 7 to 9 is good overall and, in some subjects, for example in science, work leading to GCSE begins at the end of Year 9. The curriculum provides well for students with learning difficulties and disabilities.

Curriculum opportunities in Years 10 and 11 are good and meet the needs of all students. The range of opportunities for vocational education has improved significantly since the last inspection, through effective collaboration with several local sixth form and further education colleges. In addition, links with local agencies provide good opportunities for work related learning, including two weeks of work experience for all Year 10 students. All students participate in ICT and many students pursue ICT courses to GCSE or to an equivalent qualification. Opportunities for higher-attaining students are good, for example in mathematics where students in Years 10 and 11 are able to follow more advanced courses, which take them beyond GCSE in preparation for post-16 study.

There is a broad range of enrichment activities, mainly in sport, which are popular and contribute much to pupils' enjoyment of school life and to their physical well-being.

Care, guidance and support

Grade: 2

The school provides good care for students, including those who have learning or behavioural difficulties or are vulnerable in other ways. The house system, with its vertical tutor groups, is a strong feature of the school, and students speak highly of its value. It provides younger students with support and role models, and also provides good opportunities for older students to contribute to the care of the younger members of the school. There were staffing difficulties during the school year in the special needs area, but these problems have been resolved, and students with learning difficulties and disabilities are now given effective, individual support. Good partnership arrangements, particularly with the local pupil referral unit, provide timely, flexible support for any students with behaviour problems. The recent appointment of a parent support adviser to the local cluster of schools enables issues relating to behaviour and attendance to be dealt with quickly and sensitively. The arrangements for transition from primary to secondary school are good, reflecting the strong links with local primary schools. Advice and guidance on post-16 courses and careers is thorough, with helpful input from agencies such as Connexions. The school meets all requirements for safeguarding young people.

There is a good system to track students' progress. A review process three times a year provides each student with a summary of current and target levels of performance in each subject, together with actions, agreed by the student and teacher, to help improvement. The roles of heads of house and tutors are becoming more focused on monitoring achievement and providing academic guidance for students, but this needs further development to ensure consistency. The school uses a number of methods, such as commendations, awards and postcards home, to acknowledge and reward achievement and good behaviour, and to enhance students' pride in themselves and in the school, and these are valued by students.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher, senior leaders and governors set a clear direction for the school, firmly focused on improving students' achievement and well being, and on developing the school as an active centre of the local community. Improvement planning is effective at all levels, with well thought out departmental plans feeding into appropriate whole school priorities. Since all staff have been able to contribute to, and comment on, these priorities, they have a shared commitment to the school's development. Middle managers are taking an increasingly active and effective role, both in leading their own departments, and in enthusiastically taking on additional responsibilities for cross-curricular developments. The school sets challenging targets for student attainment, which are carefully monitored and largely met. Self evaluation is comprehensive and accurate. A particularly strong feature of this is the system of twice yearly departmental reviews, which include moderated lesson observations and scrutiny of students' work. Governors know the school well through departmental links, frequent visits and analysis of students' performance; they are supportive, but also provide challenge and are ambitious for the school. There is a strong emphasis on equal opportunities for all, which is reflected for example in ensuring that plans for new sports facilities provide equal access for people with physical disabilities. Procedures for dealing with any forms of

discrimination are very thorough. Effective teaching ensures that students are well aware of Britain's diversity and of local and global issues. However, processes to identify issues relating to community cohesion and to evaluate the impact of provision in this area are relatively informal. Resources are deployed to good effect in support of students' achievement and well-being, and the school provides good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

26 June 2009

Dear Students

Inspection of Broadland High School, Hoveton, NR12 8QN

My colleagues and I enjoyed meeting many of you, in lessons and discussion groups, during the recent inspection of your school. It was very helpful to hear your views and to be able to look at your work.

We think that Broadland is a good school, and it is clear that you enjoy being part of it. You achieve well academically. Your behaviour around the school and in lessons is excellent. You show respect for, and are supportive of, one another and you have a good understanding of how to stay safe and be healthy. Good teaching enables you to make good progress in lessons which are interesting, involve a variety of activities and encourage you to think for yourselves. We know that there were staffing difficulties in some subjects last year, but these have now been sorted out. You are well cared for in school, and you told us how much you like the house system and tutor groups that allow students of different ages to mix together. We think that the school is well led and managed, with the headteacher, senior leadership team, teachers and governors all working hard together to ensure that you get the best possible education.

We have identified a few areas for improvement which could make your good school even better. We think that in more lessons tasks could be set at different levels to enable everyone to be fully stretched. Heads of house and tutors could be more involved in monitoring your academic work. And the school could be more systematic in its approach to community cohesion – which means helping everyone in the school to be aware of other groups of people locally, across Britain and internationally.

We were very impressed by your sensible and helpful attitudes, which I am sure will play an important part in the school's continued success.

With best wishes for the future.

David Knighton

Her Majesty's Inspector