

# Inspection of a good school: Reepham High School and College

Whitwell Road, Reepham, Norwich, Norfolk NR10 4JT

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Inspection dates:

5–6 February 2020

## Outcome

Reepham High School and College continues to be a good school.

## What is it like to attend this school?

Pupils enjoy their studies at Reepham and are very pleased with their school. They said staff are supportive towards them and that staff make the learning a pleasant experience. Relationships between staff and pupils are very positive. Pupils said that staff invest in them and prepare them for their future careers and lives. Pupils are confident that bullying is rare and staff deal with it quickly if it does occur.

The school is a happy place and pupils are well behaved during lessons and their social time. Pupils are expected to work hard because teachers have high expectations for them. The lessons are calm learning environments and pupils said they enjoy the challenging work they are given.

Pupils enjoy the many trips and visits that take place. Half of the pupils attend a trip abroad before they leave school. Pupils are proud of their artwork, which is displayed throughout the buildings. They are especially proud of their award-winning allotment. Pupils grow food for the school canteen and local community projects. There are many opportunities for sport and drama, with pupils taking part in projects with the National Theatre.

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

Leaders have an ambitious programme of education for all pupils. For example, they are able to study Mandarin alongside other modern foreign languages at GCSE. Subjects are well planned, so that pupils are able to develop a deep understanding of the concepts they learn.

Curriculum leaders have worked hard to ensure a secure foundation at key stage 3. Therefore, lessons in Years 7 to 9 are typically challenging and well organised. Pupils are able to understand the topics they are studying. For example, in modern foreign languages, pupils were studying language construction in Year 8 that would normally be seen at a later stage. This ensures that pupils achieve well.

Curriculum leaders have improved the teaching of the GCSE syllabus across a number of subjects. This was especially needed in English, mathematics and science, where outcomes at GCSE need to improve further. Leaders' actions have strengthened the quality of staff training. Teachers have detailed knowledge of their subject areas and work well together to plan and deliver their curriculums. The new curriculums ensure that pupils work hard in these core subjects. For example, in mathematics teachers are now routinely adding complex questions to deepen the understanding of the most able pupils.

Leaders have recently developed a new assessment system in key stage 3. Pupils find it easy to understand and say the system helps them improve their work. Staff use the results of assessment to adapt their plans and ensure that pupils have understood their work before moving to new topics. Parents support the school's new system, and said they need further explanation on how it works, so they can support their children at home.

Sixth-form students are confident and proud of their school. They enjoy their studies and are well supported. They have positive relationships with staff and achieve highly. Students contribute to their school community, leading on whole-school initiatives and representing Reepham in local events. Leaders ensure that high-quality information and careers guidance are available to all pupils, including sixth-form students. Students go on to further study, employment or training. Behaviour in the sixth form and in all other year groups is excellent.

Teachers understand how to meet the needs of pupils with special educational needs and/or disabilities (SEND). Staff are trained to plan work for pupils with SEND. Teaching assistants are used effectively to support pupils with SEND in lessons. Pupils with SEND achieve well; their outcomes at GCSE are similar to those of other pupils.

The pastoral support for pupils is very strong. Pupils follow a well-planned programme of personal, social, health and economic (PSHE) development. They are taught to respect that everyone is different and how to stay healthy both physically and emotionally. They celebrate all members of the school community, and learn about other cultures and religions. However, leaders recognise that some pupils do not attend school enough. Despite local issues relating to transport, attendance for some pupils is too low.

Pupils, parents and staff are positive about the school's leadership. They appreciate the supportive approach and changes to the curriculum and facilities that have been made over the last three years. Staff say that leaders listen to them and consider their welfare.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff are trained regularly on how to keep pupils safe and how to raise concerns quickly. Pupils are trained in how to keep themselves safe, particularly online. The curriculum in PSHE reflects pupils' needs and addresses potential risks in the wider community. Leaders work well with external agencies, including local police and social services, to ensure that families receive timely support. Leaders ensure that pupils

who attend alternative provision are regularly checked to ensure they are safe and following appropriate curriculums. Checks have been made, so that only appropriate staff are employed to work with pupils.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Pupils achieve well in most subjects, especially in the sixth form. However, too many pupils leave school having not achieved well enough in English, science and mathematics at GCSE. Leaders have new and ambitious curriculum plans for these areas, and need to ensure that the teaching of the revised curriculum plans allows pupils to achieve well at GCSE.
- Attendance to school is lower than the national average. This means some pupils do not receive enough teaching. Leaders need to ensure that attendance to school improves.

## **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 second section 8 inspection since we judged the school to be good in May 2013.

## **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 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

<b>Unique reference number</b>	138829
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10121468
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1,055
<b>Of which, number on roll in the sixth form</b>	206
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Tony Williams
<b>Head teacher</b>	Tim Gibbs
<b>Website</b>	<a href="http://www.reephamhigh.com/">http://www.reephamhigh.com/</a>
<b>Date of previous inspection</b>	4 May 2016

## Information about this school

- Reepham High School is a larger than average school which converted to academy status in October 2012. It is part of the Synergy Multi-Academy Trust.
- The community is divided into the high school for ages 11 to 16 and the college for post-16 education; both are located on a single site.
- The school currently uses four providers of alternative education to supplement the curriculum for a very small number of pupils.

## Information about this inspection

- During the inspection, we spoke with pupils about their work and school life. We held meetings with senior leaders, governors, subject leaders and teachers.

- We reviewed documentation, which included leaders' evaluation of the school's strengths and areas for improvement. We scrutinised information about attendance and behaviour and exclusions.
- We considered the views expressed by parents and carers in the 132 responses to Ofsted's online survey, Parent View, as well as parents' comments received via the free-text facility on Parent View. We considered the 71 responses to a questionnaire for staff. There were no responses to a questionnaire for pupils.
- We reviewed a range of documentation about the school. This included information about safeguarding, including the school's record of checks undertaken on newly appointed staff and support for pupils. We also spoke to representatives of the alternative provision used by the school.
- We looked closely at English, mathematics, geography, science and modern foreign languages during the inspection. We met with subject leaders, visited lessons, spoke with pupils, met with teaching staff and looked at pupils' work.

### **Inspection team**

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