



6 March 2025

Dear Parent/Carer

Ofsted, Year 9 Options, Year 10 Parents' Evening, Year 11 Assessments, Tennis County Cup Win and Kelly Rask Q&A

Welcome to my end of week update letter which is coming out a little earlier this week in order to coincide with the publication of our latest Ofsted report.

We are very glad that the report validates the work that we do at such a high standard and is testament to how hard my staff body work on behalf of our youngsters both in the main school as well as in the sixth form. The whole experience was our first for five years and was an interesting window into the changes Ofsted claim to want to make. I saw no interest taken in the wellbeing of my team despite the national message to the contrary and, collectively, we found the whole experience brutal. I like to think this is because we were judging three key areas as outstanding and, consequently, the team were pushing us harder to prove our position, but I am not convinced.

Ofsted

A copy of our inspection report is attached with this letter. I hope you find it useful.

For completeness and transparency, I had evaluated the Academy as follows ready for inspection:

Quality of Education – Good

Behaviour and Attitudes – Outstanding

Personal Development – Outstanding

Leadership and Management – Outstanding

Sixth Form – Good

At the end of the inspection, the HMI said, in front of trustees, that he was happy to agree with our judgements. It is now pleasing that the final report is so positive because the initial draft shared with us did not reflect the feedback we were given at the end of the second day.

Year 9 Options

Mr Ward and Mr Kirk continue to work behind the scenes to finalise choices with students and will be in touch with parents/carers in due course once everything is completed.

Year 10 Parents' Evening

Our Year 10 parents' evening will take place next Wednesday 12 March from 4pm to 7pm. SchoolCloud is set up and ready, and you are able to begin booking appointments from today until 10pm on Tuesday 11 March 2025. We look forward to seeing you next week.

Year 11 Assessments

We have some upcoming in-class Year 11 assessments across the curriculum (but particularly in English, mathematics and science) prior to final entries for the summer examinations: We are doing this to:

- Help students see the progress they've made since the mock examinations in December
- Help students identify the areas on which they should continue to focus in preparation for the summer examinations
- Help make final tier of entry choices in mathematics and science
- Although the majority of assessments will be in-class, on Tuesday 11.03.25, students will have one final opportunity to sit a mathematics paper and an English paper in the examination hall as a reminder of expectations and conditions
- Any student who receives examination access arrangements will receive these over the next couple of weeks

Mr Parkinson has also taken the time to explain these details to Year 11 in assembly this morning.

Tennis County Cup Win

After winning our First Division Group League, we had to play a county cup final to decide the Lincolnshire Touch Tennis County Cup Champions. We came up against a very strong Boston Grammar Boys' team. The matches were incredibly close, but we were able to clinch victory 7-5 with a decisive win for our 2nd doubles pair against their 1st pair. A huge well done to Cassielle L, Harry F, Dylan C & Elliott T.

Kelly Rask Q&A

We were privileged to have former SRPA Head Girl Kelly Rask return to the Academy for an inspirational Q&A session during careers week. As an alumna of SRPA, Kelly spoke about her time at the Academy with great fondness and shared personal anecdotes about her journey from Head Girl to Wimbledon Final Umpire. She provided students with wonderful advice and spoke openly about her experiences within the LTA and the challenges of working in male dominated role. The students were able to ask Kelly questions from life on tour to deciding a career path.

She encouraged our students to stay curious, explore their interests and work towards their aspirations. Kelly's return to the Academy was a reminder of the lasting impact our alumni have on our community and the importance of staying connected to one's roots. The students left the session feeling motivated and inspired, with many expressing gratitude for the opportunity to hear Kelly's story.

I will end with two quotes this week. There is a great quote from a Japanese manga series called Naruto which states that "People only see the decisions you made and not the choices that you had." At the moment, in education, it feels like this is particularly relevant. Schools may well face a challenging year or two financially based on what we are seeing coming through from government and this is concerning after so many years of austerity and, at RP, leading education in a building that is older than me. But we also have much to look forward to. We look likely to be full and over-subscribed again for September and our sixth form goes from strength to strength. In the words of Socrates, "The secret of change is to focus all of your energy not on fighting the old, but on building the new."

Have a good weekend when it comes.

I will write again soon.

Yours faithfully



Mr D Hardy
Headmaster



Inspection of a school judged good for overall effectiveness before September 2024: Sir Robert Pattinson Academy

Moor Lane, North Hykeham, Lincoln, Lincolnshire LN6 9AF

Inspection dates:

10 and 11 December 2024

Outcome

Sir Robert Pattinson Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Dale Hardy. This school is run by a single-academy trust. The trust is overseen by a board of trustees, chaired by Rev Canon Alan Robson.

What is it like to attend this school?

Pupils build positive relationships with staff at Sir Robert Pattinson Academy, which helps them feel safe and happy. Staff clearly communicate high academic expectations, and pupils strive to meet them.

The house system fosters community and encourages friendly competition. Pupils take pride in representing their houses, participating in events, earning points and celebrating successes together.

The school rewards positive behaviour, effort and achievement through a well-established system of rewards and achievement cards. These motivate pupils to excel. Sporting achievements receive recognition through ties, which symbolise individual and team successes and promote a culture of extra-curricular contribution.

The school integrates its core values into its daily practice. Positive relationships between pupils reflect inclusivity and fairness, while academic challenges and personalised support inspire ambition, resilience and mutual respect.

Pupils engage in a wide range of enrichment activities that enhance their personal development and expand their horizons. International trips to Italy and France provide valuable cultural and educational experiences. Sports clubs, including football, netball and badminton, improve physical well-being and nurture individual talents and interests.

Most parents and carers praise the school's supportive environment and recognise improvements in their children's confidence and academic success.

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

The curriculum is ambitious, meeting the needs of all pupils. At key stage 4, the curriculum offers pupils four options, which allows them to pursue a broad and balanced education. Staff guide pupils effectively to ensure that their choices align with their interests and future aspirations.

At key stage 3, the school gives pupils opportunities to study two languages, which builds their confidence and linguistic skills. This approach is encouraging more pupils to study a language at key stage 4, supporting the government's English Baccalaureate ambition.

Teachers use their strong subject knowledge to deliver the curriculum. They present information clearly, which engages pupils effectively in most cases. High-quality explanations and modelling feature across most parts of the curriculum. However, some staff do not check pupils' understanding of key knowledge effectively enough, which makes it harder for some pupils to build securely on prior learning. Despite this, most pupils develop knowledge and skills across the curriculum. This is reflected in provisional 2024 national test results and in pupils' work.

The school identifies pupils' needs through effective systems and processes. Staff share strategies with teachers to support pupils with special educational needs and/or disabilities (SEND). However, some teachers do not implement these strategies consistently enough. This results in some activities not meeting pupils' needs and prevents some pupils with SEND from achieving as well as they should.

There is effective support for pupils who are at the early stages of reading. Trained staff deliver an age-appropriate phonics curriculum to improve reading and spelling skills. The school encourages a love of reading by pairing sixth-form students as buddy readers with Year 7 pupils. Staff model reading for pleasure, creating a positive reading culture. Pupils use the library regularly and engage in reading activities.

The school's carefully considered curriculum teaches pupils well about relationships, safety and careers. Lessons address topics such as consent, healthy relationships and online safety. The school promotes fundamental British values through assemblies and classroom discussions. Pupils explore protected characteristics, which fosters inclusivity and equality. Careers education is comprehensive and includes valuable activities such as CV writing, mock interviews and university visits. 'Drop-down days' and workshops enhance pupils' life skills further. The school fosters pupils' social and moral development through various leadership roles such as being house captains, participating in fundraising events and leading whole school projects. All this work supports pupils to become well-rounded individuals, ready to take up their role in modern Britain.

The school creates a very calm and orderly environment through clear routines and high expectations of behaviour. Leaders investigate repeated misbehaviour, analyse root causes

and provide tailored support which helps pupils become better behaved. Bullying is rare. The school addresses any concerns about bullying swiftly and effectively.

Pupils attend well. The school is highly alert to changing attendance patterns and monitors closely each pupil's attendance. The school implements effective strategies to reduce persistent absence. Staff address pupils' barriers such as attendance anxiety through workshops and parent guides, which have reduced persistent absence.

The sixth form provides a highly supportive environment. Teachers deliver expert instruction and offer tailored personal development sessions. Careers guidance, such as mock interviews and university application support, prepares students for future pathways. Weekly mentoring opportunities help students develop leadership skills, and enrichment sessions encourage personal growth. This provision equips students for higher education, training or employment. Students are proud to be a part of 'RP6th'. They value their education here.

Trustees understand their statutory responsibilities and hold leaders to account well. Leaders prioritise staff well-being and provide many professional development opportunities such as the 'rise and shine' briefings. The school is well led and managed. Leaders work effectively and continue to raise standards and implement actions to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching does not consistently check that pupils have remembered essential knowledge. As a result, some pupils do not have the pre-requisite knowledge they need for future learning. The school should ensure teaching checks routinely that pupils have secured the knowledge they need for later learning.
- The strategies to support some pupils with SEND are sometimes used inconsistently. When this happens, some pupils with SEND do not achieve as well as they should. The school should ensure that the appropriately identified strategies are used consistently and effectively to support all pupils with SEND learn the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include

an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 school to be good for overall effectiveness in April 2016.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137135
Local authority	Lincolnshire
Inspection number	10347509
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,320
Of which, number on roll in the sixth form	114
Appropriate authority	Board of trustees
Chair of trust	Rev Canon Alan Robson
Headteacher	Dale Hardy (Headmaster)
Website	www.srpa.co.uk
Dates of previous inspection	12 and 13 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school uses four alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began.

- Inspectors met with the headteacher and other school leaders.
- The lead inspector met with representatives of the board of trustees.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke to teachers responsible for individual subjects.
- Inspectors held meeting with the executive special educational needs and disabilities coordinator and leaders of the personal development provision.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector held discussions about and scrutinised records relating to behaviour and attendance.
- Inspectors held discussions with staff and pupils. They considered parents' responses to the online survey, Ofsted Parent View, as well as responses to the online staff and pupil surveys.

Inspection team

Rakesh Patel, lead inspector

His Majesty's Inspector

Emma Hollis

Ofsted Inspector

Julie Sheppard

Ofsted Inspector

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