

LA / EPHA

Autumn Term 2019

20th November 2019 – West

21st November 2019 - Mid



Essex County Council

Agenda

- 2019 Outcomes
- 2019/20 Priorities
- SEND Redesign and new ways of working
- Pupil Population Growth
- 2020/21 Funding proposals

2019 provisional data for key measures - primary

Data: 2017 and 2018 final data (DfE), 2019 provisional (DfE & NEXUS)

Measure		Essex			England*			Essex v England		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
EYFS	% GLD	73.6	73.9	74.5	70.8	71.7	71.9			
Yr 1 Phonics	% required level	82	84	82	81	82	82			
KS1	% exp+ Reading	78	77	77	76	75	75			
	% exp+ Writing	70	71	71	68	70	69			
	% exp+ Maths	76	77	77	75	76	76			
KS2	% exp+ RWM	63	66	66	62	65	65			
	% exp+ Reading	74	77	74	72	76	73			
	% exp+ Writing	78	80	80	77	79	78			
	% exp+ Maths	77	76	79	75	76	79			
KS1-2 progress score	Reading	-0.2	-0.2	-0.4	0.0	0.0	0.0			
	Writing	0.1	0.0	0.1	0.0	0.0	0.0			
	Maths	-0.2	-0.3	-0.3	0.0	0.0	0.0			

* England data refers to state funded schools only

2019 provisional data for key measures - secondary

Data: 2017 and 2018 final data (DfE), 2019 provisional (DfE)

Measure		Essex			England*			Essex v England		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
KS4	% 9-4 E&M	65.3	63.5	63.6	64.2	64.4	64.6			
	Attainment 8	46.7	46.1	46.0	46.4	46.6	46.7			
	Progress 8	-0.04	-0.09	-0.13	-0.03	-0.02	-0.03			
	% Ebacc entered	34.5	32.9	37.7	38.4	38.5	40.1			
	% Ebacc achieved (9-4)	21.8	21.7	23.7	23.9	24.2	24.9			
KS5	% AAB in two facilitating subjects	15.4	15.4	15.6	16.0	16.5	14.8			
	% 3+ A*-A in A levels	12.1	12.9	13.4	12.0	11.8	11.1			
	% achieving 2+ level 3 qualifications	86.1	83.5	86.1	83.5	82.0	84.6			

* England data refers to state funded schools only and does not include colleges



Strategy, Planning & Performance Team
Education and Social Care Directorate

2019 provisional data for key measures - pupil groups

Data: 2017 and 2018 final data (LAIT), 2019 provisional (NEXUS)

Measure	Pupil Group	Essex			England			Essex v England		
		2017	2018	2019	2017	2018	2019	2017	2018	2019
KS2 % exp+ RWM	Disadvantaged	47	49	50	48	51	51			
	Non disadvantaged	69	71	71	68	71	71			
	No SEN	72	74	74	71	74	74			
	SEN Support	19	23	24	21	24	25			
	EHC Plan	10	9	13	8	9	9			
KS4 Attainment 8	Disadvantaged	36.5	35.2	35.4	37.1	36.8	TBA			
	Non disadvantaged	49.5	49.0	48.6	49.9	50.3	TBA			
	No SEN	49.8	49.0	48.8	49.7	49.9	TBA			
	SEN Support	29.2	30.6	31.6	31.9	32.2	TBA			
	EHC Plan	17.1	15.0	15.5	13.9	13.5	TBA			



Strategy, Planning & Performance Team
Education and Social Care Directorate

Ofsted as at 31st August each year - % good or outstanding schools

Data: as at 31st August each year published on Ofsted Monthly Management Information website

Phase	Essex			England			Essex v England		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
Primary	92.4	89.2	90.1	90.5	87.0	87.5			
Secondary	93.1	85.9	84.4	79.2	75.4	75.9			
Special	94.1	90.0	85.0	93.8	91.9	91.6			
All Schools	92.5	88.7	89.1	89.2	85.6	86.0			



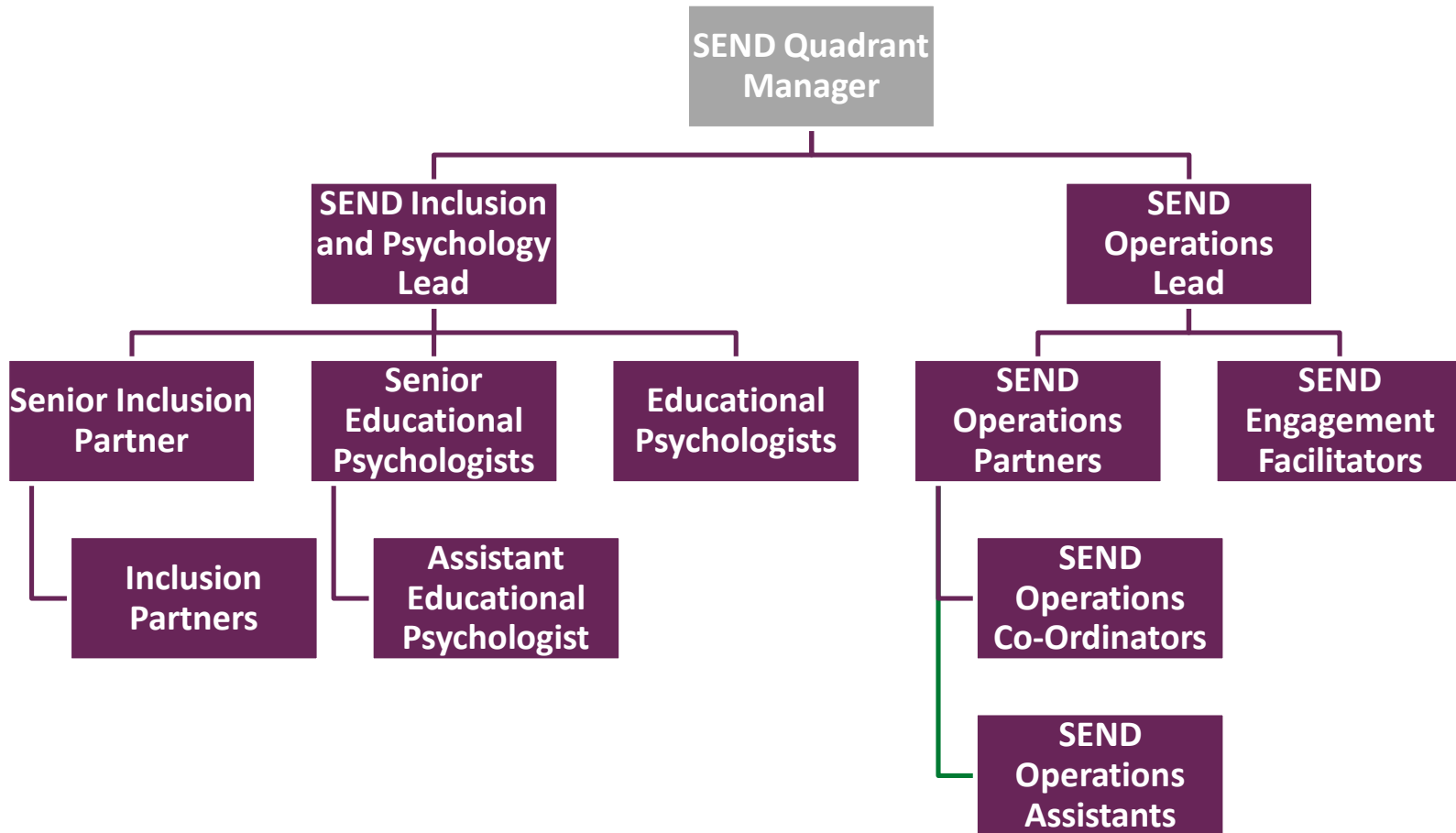
Strategy, Planning & Performance Team

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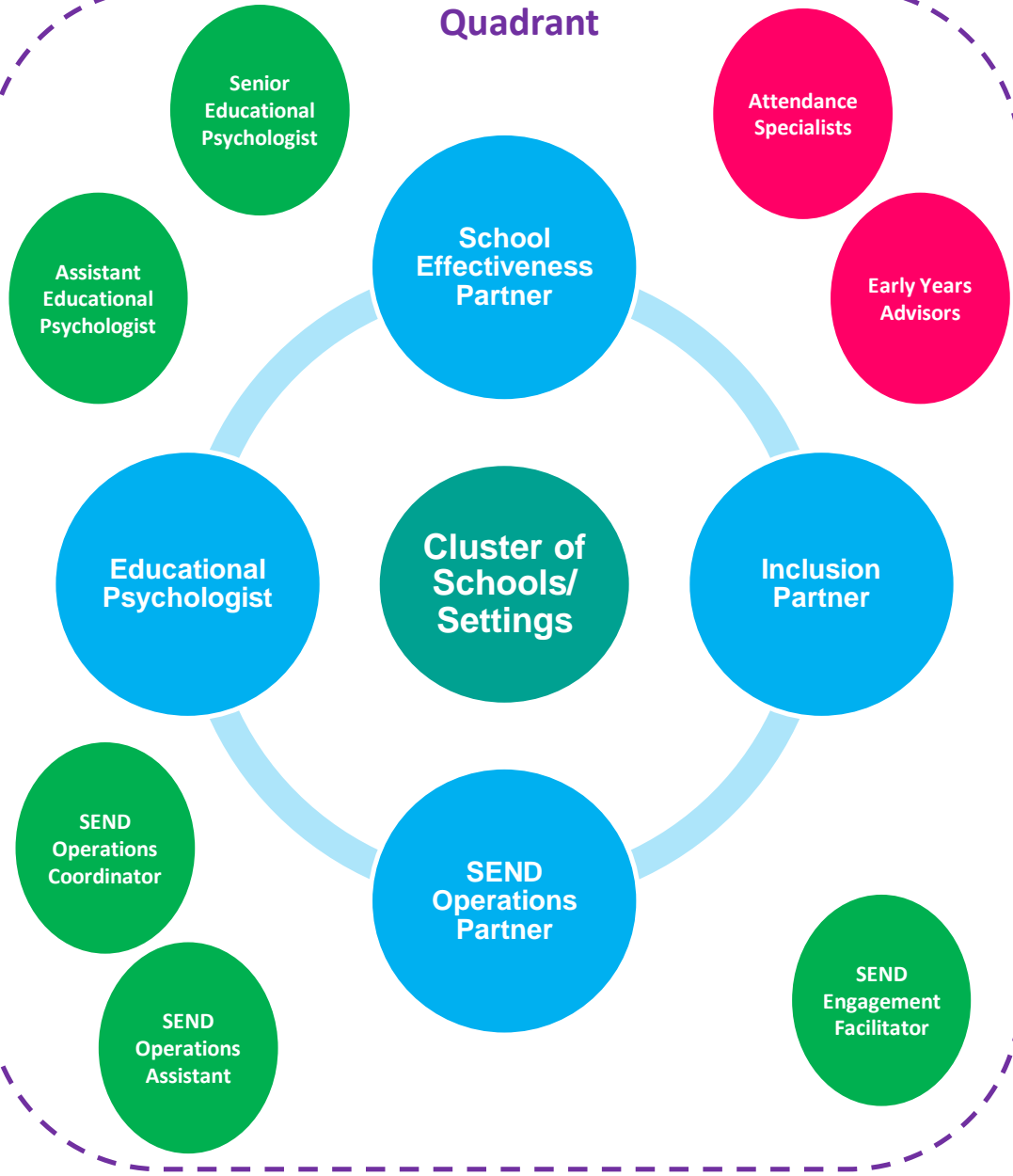
2019 / 2020 Priorities

- SEND
 - Capital programme
 - Whole School SEND
 - Workforce redesign
 - Post Ofsted / CQC
- EWMHS
 - TPP
 - Co-ordination and mapping
- Exclusions
- CME / EHE
 - Cross party working group – motion and lobbying
- School Improvement and SLIS
 - Vulnerable groups and outcomes at Key Stage 2 and 4
 - Impact and maturity of partnerships
 - Impact of Peer Review on outcomes
- School Place Planning

The LA new SEND structure



Quadrant



Each cluster of schools and settings will have dedicated 'link' resources, as shown in blue.

Other resources such as SEND Operations Coordinators and Assistants and SEND Engagement Facilitators will work across a whole quadrant allocated to cases or individual pieces of work as required.

Dependent on the size of the cluster, there may be multiple Inclusion Partners and EPs allocated to that cluster.

The nature of the SEND Operations Partner role is different and there are fewer of them and so they will be allocated to more than one cluster.

We will work closely with colleagues outside of the SEND team to deliver a joined up service to our schools and settings and families where appropriate.

Pupil Population Growth

- We need to continue to provide a focus on ensuring there are sufficient school places in Essex to meet the growth in the pupil population.
- In September 2019 there were an additional 3,200 new places across Essex at a cost of £60M.
- 3 secondary schools opened:
 - Sir Frederick Gibberd
 - Paxman Academy
 - Beaulieu Park School
- New Special school provision – Lexden Springs, Glenwood

School Funding Proposals 2020/21



Funding Announcements

- £2.6 billion increase for 2020/21
- Minimum per Pupil Level £3,750 in 2020/21, rising to £4,000 in 2021/22.
- Minimum Funding Guarantee must be set between 0.5% and 1.84%

Provisional Funding Settlement

- Schools Block £896.1m, increase of £40.3m
- Primary Unit of Funding £4,054.95
- Final allocation based on October 2019 Census
- No request to transfer funding from the Schools Block.

Funding Proposals 2020/21

- Moving the primary / secondary funding differential from 1:1.31 to 1:1.30
- Reducing the lump sum from £150,000 to £140,000
- Allocating the funding generated by reducing the lump sum through AWPU
- Setting the Minimum Funding Guarantee at 1%

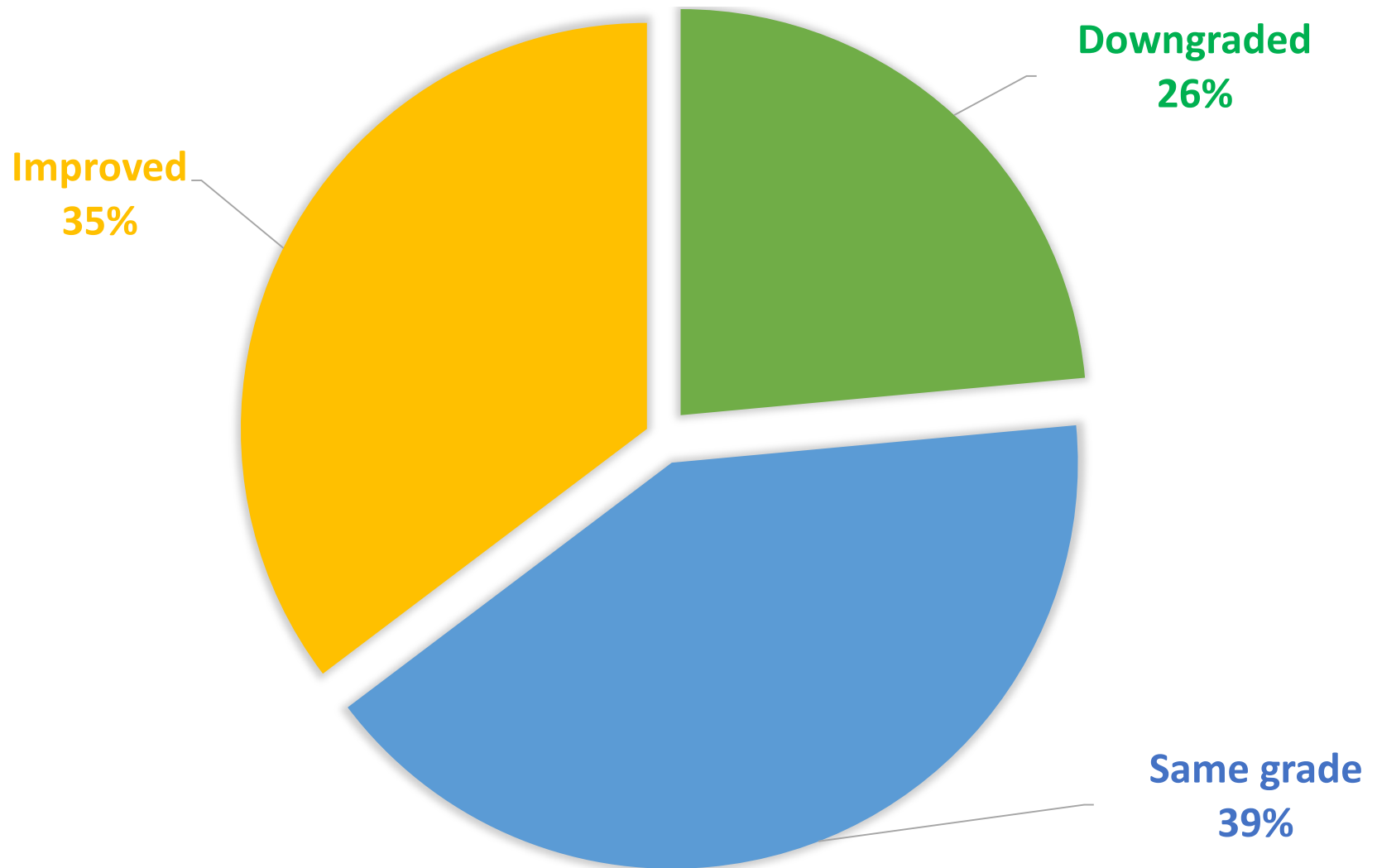
Consultation

- Consultation response will be discussed by Schools Forum on 27th November 2019

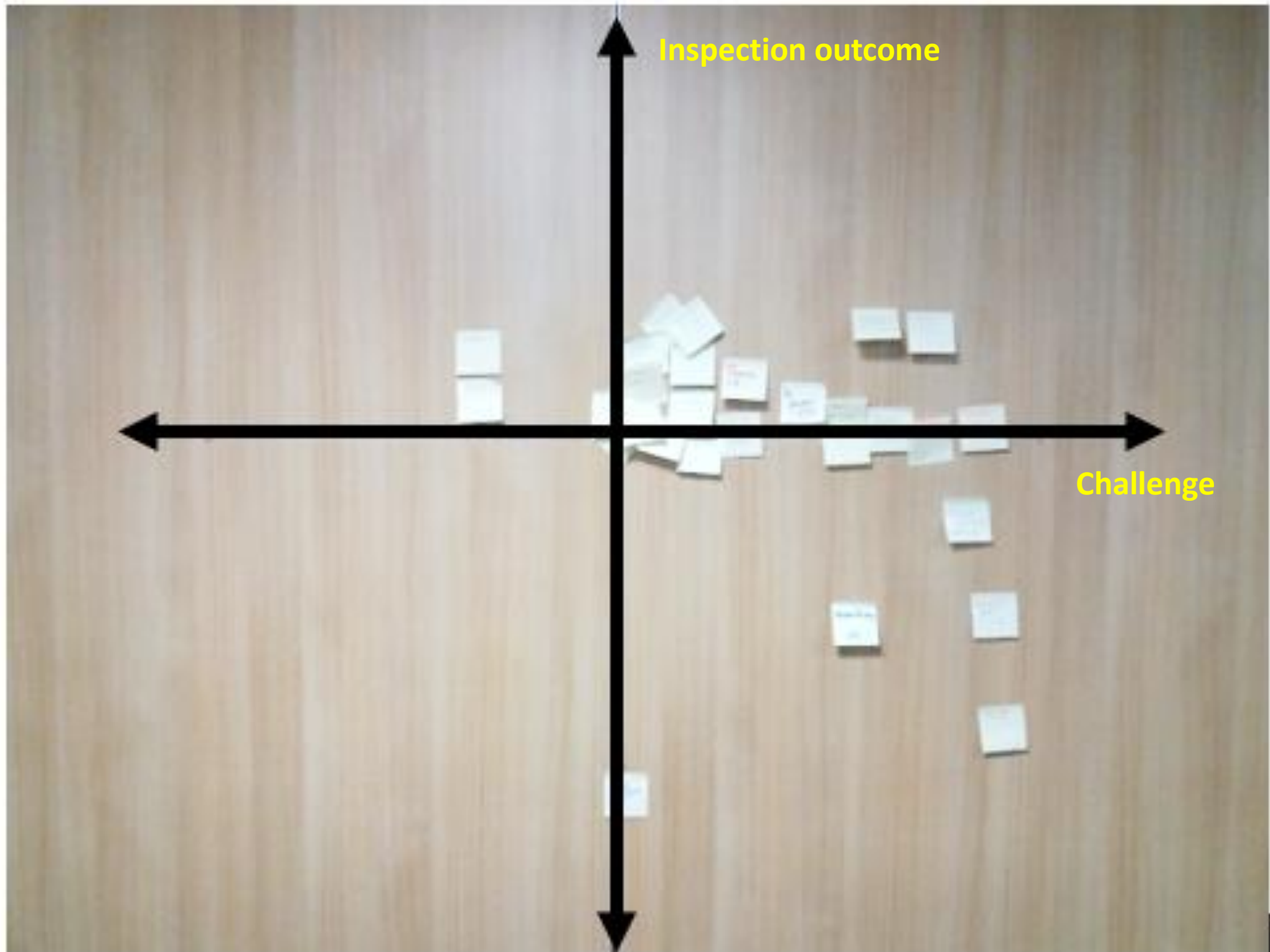
Ofsted Inspection Framework – Lessons learned from Essex schools

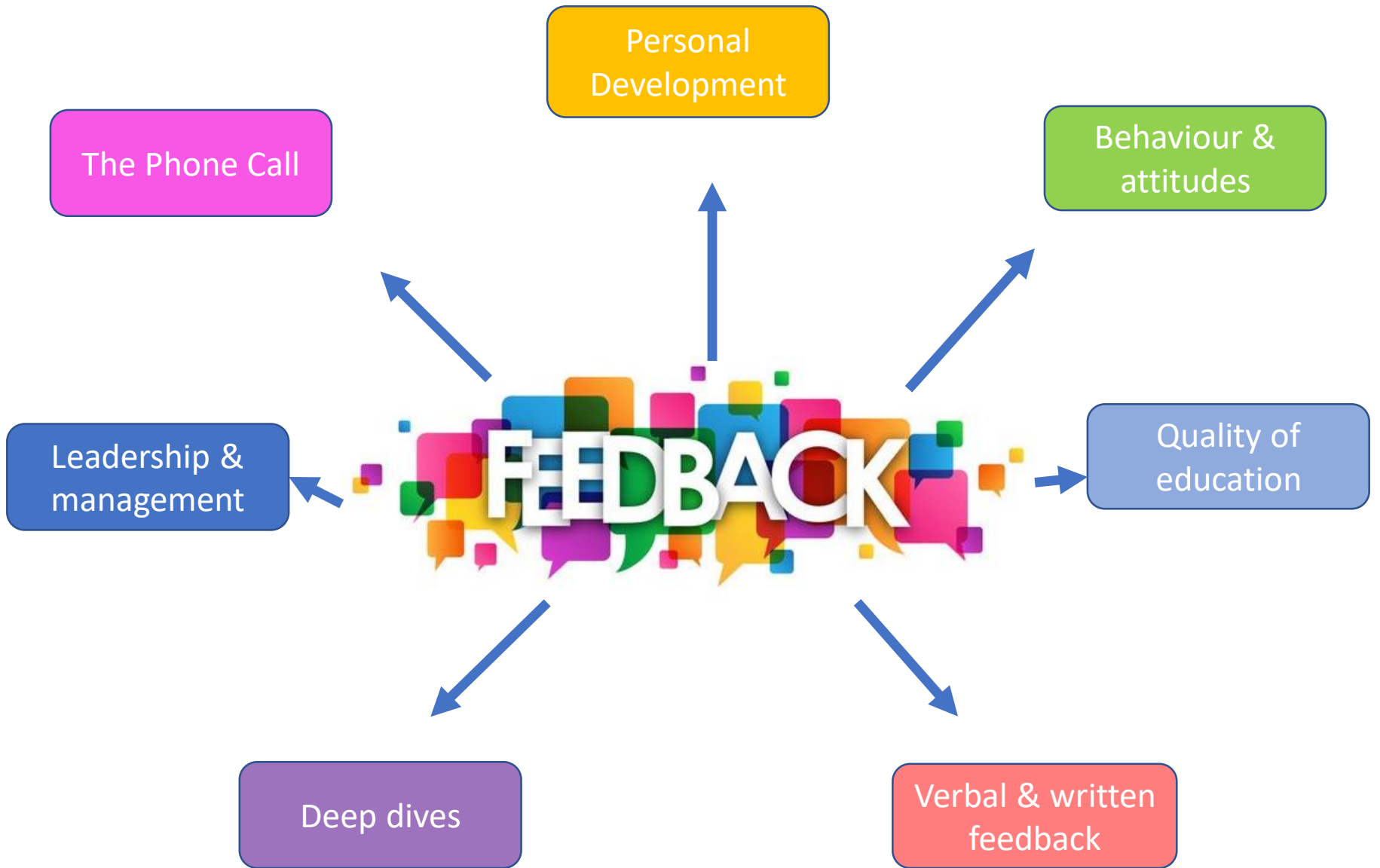


Ofsted overall grades since Sept. 2019*



* All phases of schools & includes Section 5 and Section 8 inspections





The Phone Call



- Most cases, full **90 minutes** but some experience of it being split into two calls
- The school's **context**, and the **progress** it has made since the previous inspection, incl. specific progress made on areas for improvement identified at previous inspection
- The headteacher's assessment of the **school's current strengths and weaknesses**, as expected from framework, incl. the sequencing of the curriculum and how well the children are provided for.
- Deep dives decided in this conversation - vehicles for Quality of Education judgement. In at least two deep dives **SEND** will be integral- does the planning provide access to curriculum intent? **SEND** and **PPG pupils** core to the inspection.



The Phone call
conversation:
*Key documents to
have to hand*



SIP/SDP



SEF (including concise summary)



Curriculum map / policy / outline /
vision



Staffing structure



Timetables/ School diary.



Hints & Tips:

The Phone Call

1. Ensure **key notes/ Headline documents** are prepared for the call
2. Have **note taker** in the room during call.
3. Ensure good quality speaker phone to enable other **SLT members** to be present
4. Take care over which areas to identify as **strong/ 'developing'** (rather than weak)
5. The inspector will drill down into specifics quickly - tell them what you are actually doing and avoid vague ambition. Scaffold comments against **Intent, Implementation** and/ or **Impact**
6. Know the **specifics of the context** *e.g. the number of PPG, etc*
7. Be ready to discuss (influence) and agree the subjects for the **deep dive**. Plan to cover for middle leaders esp. small schools
8. Prepare to discuss:
 - a) **sequencing** across the curriculum
 - b) how well **disadvantaged, most able and SEND** are benefitting from the curriculum
 - c) the range and impact of **professional development** in improving subject and pedagogical knowledge especially for non-specialists.



Personal Development



- **SMSC and Fundamental British Values** will be considered in this judgement. Is there a focus on sharing commonalities across the school community?
- How does the school work to develop pupils' **character**?
- How does the school promote an **inclusive environment**?
- Focus upon **sources of evidence** that are outlined in the grade descriptors *e.g. careers advice*.
- Primary & Secondary-**readiness for next phase** of Education (and Employment)
- Increased emphasis on protected characteristics and making sure there is **equal access to all opportunities**.
- This area can provide good **evidence of the school's implementation of its curriculum intent**.



Hints & Tips:

Personal development

1. **Pupil voice** has been integral to all inspections so far incl. Inspectors interviewing a group of selected pupils by themselves – you may not be asked, but have a list of representative children ready for interview
2. Is **behaviour, conduct** and **pupil language** use consistent and appropriate throughout school *e.g. in playground/ extra-curricular clubs etc.*
3. How effective is the link between **extra-curricular provision and curriculum intent** & provision?
4. How effective is in-class questioning in developing **pupils' reasoning** and skills of reflection?
5. Deep dive example - RE lesson – is the **curriculum meeting the needs of children** in Britain?
6. **Character/ SMSC** and **Fundamental British Values** will be considered in this judgement.

Quality of Education



- Many examples of **triangulating evidence** seen throughout school with curriculum intent, implementation and impact
- A focus upon structure of the **different phases** of the curriculum
- **Middle leaders' understanding of intent, implementation and impact** of respective curricular area including provision for PPG/ SEND etc. as well as quality assurance, monitoring and effective intervention
- Some inspection examples of viewing **extra-curricular provision** as an extension of curriculum intent and design



Hints & Tips:

Quality of Education

1. Consider the **consistency** and **cohesion** of curriculum intent, through effective implementation and impact upon pupil outcomes
2. **Work scrutiny** through class visits (not lesson observations) – key evidence of pupils learning over time; can **previous concepts be explained**? Is there evidence of **effective differentiation**, **progress**, effective use of **assessment for learning**?
3. Consider **pace** and **precision** of in-class provision
4. Is there evidence of the development of **higher order questioning and thinking** from class visits?
5. Take care over which areas to identify as strong/ 'developing' (rather than weak)
6. How does the curriculum build upon **knowledge and skill acquisition**? Is it effectively assessed?
7. How are **extra-curricular activities** structured? How are they linked to overall school curriculum intent? How **accessible** after extracurricular activities to all pupils? SEND? Disadvantaged?



Deep dives



- Clear **triangulation** strategy e.g. Reading – EY lead and literacy lead interviewed separately, and then together.
- Subject leader interview focused on **intent, rationale, implementation, sequencing, progress** and **impact** through assessment – for ALL subjects. How **assessment** informs the teaching of the curriculum and the impact of **professional development**
- Clear expectation for teachers to have accurate **knowledge of learning** pre and post lessons – *‘where have they come from and where are they going?’*
- In **primary schools**, inspectors will always carry out a deep dive in **reading** and deep dives in one or more **foundation** subjects
- In **secondary schools**, the deep dives will typically focus on a sample of **four to six subjects**, looking at a wide variety of pupils in different year groups across that sample



Hints & Tips:

Deep dives

1. Undertake **deep dives** either using peer review, or School Effectiveness Partners to test:
 - a) *Curriculum Intent*
 - b) *Curriculum implementation*
 - c) *Curriculum impact*
2. Anticipate which subject/s may be included in addition to **Reading**. Likely to be **mathematics** but a **foundation subject** will be looked at also *e.g. MfL, Computing, Music etc.*
3. Take care over which areas to identify as 'weak' – better to use term '**in development**'
4. Consider which **middle leaders will require cover**, during deep dive, and what this will look like
5. Middle and Seniors need to be prepared to discuss:
 - a) **sequencing** across the curriculum
 - b) how well **the disadvantaged, most able and SEND** are benefitting from the curriculum
 - c) the range and impact of **professional development** in improving subject and pedagogical knowledge especially for non-specialists.
 - d) Quality and effectiveness of provision throughout **different phases** of the school



Behaviour & Attitudes



- Is this a place where children can learn? What is the **culture**?
- To what extent is **bullying** managed? Does everyone understand what bullying is?
- How are **specific children's needs met** *e.g. ASD, SEMH*?
- Does **professional development** improve staff confidence in managing behaviour effectively?
- **Exclusions** and **attendance** focus– all types of exclusion looked at, including internal.
- Is there **consistent and fair application** of policy across the system?
- A focus upon management of **low level disruptive behaviour**.
- Inspectors will speak to **staff most vulnerable** to poor behaviour *e.g. NQTs*



Hints & Tips:

Behaviour & Attitudes

1. Reflect upon the incidents of **low-level disruptive behaviour** throughout the school as well as evidenced case studies of examples of more challenging behaviours
2. Does the school have a clear understanding of identified issues and effective school/**multi-agency intervention** to successfully address said issues
3. Inappropriate use of **homophobic/ racist/ discriminatory language** use by pupils picked up in inspections and opened up as a new line of enquiry
4. Is **behaviour**, and are **attitudes**, consistent throughout different phases of the school?



Leadership & Management



- **Safeguarding** non-negotiable
- **Governance** recognition of safeguarding and their responsibility towards its effectiveness
- **Middle leadership** for curriculum an essential part of the inspection including interviews and deep dives
- A focus upon management of **teacher workload**
- Quality assurance and **effectiveness of monitoring and intervention**
- **Attendance** and focus upon exclusions/ off-rolling/ coding etc.



Hints & Tips:

Leadership & management

1. What is **systemic** about the school as a result of the leadership?
2. Focus on **vision**, integrity/moral fibre of leadership and the **impact** on staff, pupils and the community.
3. **SEND** and **PPG** core – Heads and curriculum leads must be able to ‘own’ SEND and PPG intent, implementation and ambition.
4. Inspectors will be interested in the **conclusions drawn and actions taken from any internal assessment** information, but they will not look at any internal data



Verbal feedback and written report



- Most **verbal feedbacks** have been between 35mins and 1 hour
- Verbal feedback detail far more **detailed and richer** than report
- Verbal feedback contains more **developmental points** than written report
- School Effectiveness Partner invited to verbal feedback, by school, as **LA representative**
- Recognition of **appropriate improvement priorities** by leadership & management
- Clerk to Governors/ designated staff member may attend verbal feedback **to take notes**



Hints & Tips:

*Verbal and written
feedback*

1. Have at least one **scribe** for verbal feedback
2. Do not be afraid to **ask for clarification**, either about a recommendation and/ or any possible development enrichments provided that will not be in the final report
3. If possible, **allocate aspects of the final feedback** to respective senior leaders to record in detail *e.g. Quality of Education* to enhance active listening detailed feedback capture
4. Ensure **representation from all appropriate partners** in school provision i.e. SLT, Governing Body, LA, Diocese [if applicable], Trust [if applicable]



Consistently common Key Focus areas/ threads

- Safeguarding ✓
- SEND pupils ✓
- Disadvantaged pupils ✓
- Reading ✓
- Systemic provision ✓
- Progress ✓
- Cultural capital ✓
- Impact of distributed leadership, at all levels ✓
- Triangulation of evidence ✓



HELP

SUPPORT

ADVICE

GUIDANCE

OfSTED Publication School Inspection Update Nov. 19 Issue 21

<https://www.gov.uk/government/publications/school-inspection-update-academic-year-2019-to-2020>

OfSTED Blog
*e.g. deep dives in
Small schools*

<https://mailchi.mp/ofsted/j0j13n9u3d-123337?e=ecc5350b1d>

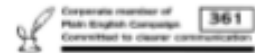


School inspection update

November 2019: Issue 21

Published: November 2019

Reference no: 190043



Essex County Council

Reminder!

First-come, first-served' roadshows on offer from OfSTED

Welcome

Welcome to the Ofsted Education Inspection Framework (EIF) registration page. We are offering providers across all remits the opportunity to further their understanding of the EIF. To start your registration, please select your remit below.

If you experience any issues or have any questions, please contact us at events@ofsted.gov.uk

Remit

Please make a selection

Schools

Special Schools

Early Years

Initial Teacher Education

Dear colleague

Ofsted will soon be running a series of Education Inspection Framework (EIF) roadshows for primary and secondary schools. We are keen for providers to deepen their understanding of the curriculum thinking that underpins the 'quality of education' judgement.

These one-day events will offer the opportunity to learn about deep dives and early emerging findings from the EIF. We will be holding one primary and one secondary event in each region across the country.

These events are aimed at curriculum leaders and headteachers. Three representatives from your school are welcome to attend. Each will need to register separately. Current Ofsted Inspectors (OIs) should not attend this event.

Spaces are available on a first-come-first-served basis.

If you are interested in attending this event, please register for your place [here](#).

Please do not hesitate to contact us at events@ofsted.gov.uk should you have any questions.

Best wishes

Ofsted Events Team

Example of edits to Section 5 handbook



Paragraph 70

Said:

'If a school is within six months of confirmed closure, but the school does not request a cancellation when the inspector makes contact, the inspection support administrator will call the regional duty **desk** to highlight this and get advice about whether the inspection should still be carried out. Decisions will be made case by case.'

Now says:

'**The deferral policy makes clear that the absence of the headteacher and/or proprietor is not normally a reason for deferring an inspection.** If a school is within six months of confirmed closure, but the school does not request a cancellation when the inspector makes contact, the inspection support administrator will call the regional duty **staff** to highlight this and get advice about whether the inspection should still be carried out. Decisions will be made case by case.'

Paragraph 53

Said:

'Inspectors will focus primarily on the 'quality of education' during a section 8 inspection of a good or non-exempt outstanding school. Inspectors will form a secure view of whether the quality of education as defined in the 'school inspection handbook' remains good at this school. In

School Inspection update
November 2016, No. 180042

13

Example of edits to Section 8 handbook



order to do this, inspectors will focus on key aspects of the school's provision.

They will:

- in primary schools, always consider how well reading and early mathematics are taught in early years foundation stage and key stage 1 as part of a wide-ranging curriculum that prepares children well for the next stage in their education'

Now says:

'Inspectors will focus primarily on the 'quality of education' during a section 8 inspection of a good or non-exempt outstanding school. Inspectors will form a secure view of whether the quality of education as defined in the 'school inspection handbook' remains good at this school. In order to do this, inspectors will focus on key aspects of the school's provision.

They will:

- in primary schools, always consider how well reading and early mathematics are taught in early years foundation stage and key stage 1 as part of a wide-ranging curriculum that prepares children well for the next stage in their education. **As in section 5 inspections, inspectors will always carry out a deep dive in reading; they may choose to carry out a deep dive in mathematics, but this is at the lead inspector's discretion.'**



Inspection of [REDACTED]

Inspection dates: 12–13 September 2019

Overall effectiveness **Requires improvement**

The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this school?

This school has improved a lot since its last inspection. Everyone we spoke to on the inspection told us this. They think that the new headteacher and her leadership team have worked hard to make the school a better place. This is true.

However, leaders know they still have work to do. Some subjects are not planned effectively or taught well enough. Pupils do not learn as well as they should.

Pupils enjoy school. They like their lessons and want to do well. Every pupil we met was polite and friendly. They know the importance of good manners. Pupils told inspectors that bullying does not happen often. When it does, staff act quickly to deal with it.

Pupils' behaviour in lessons is very good. Teachers can get on with teaching and do not have to deal with poor behaviour. At playtime, pupils know how to behave. Any rough behaviour is not tolerated. Pupils told us about the 'two strike rule'. They say this makes them think carefully about how to react if someone annoys them.

Pupils feel safe at school. They trust their teachers and know there is always someone they can talk to if they have concerns.

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

The new headteacher and the leadership team have led the school on a difficult journey through special measures. Leaders have faced challenges head on and taken decisive action to improve the school. They have a clear vision for the school which staff share and understand.

Before, pupils were not making good enough progress in English and mathematics. Leaders made these subjects a priority. The planning for English and mathematics is well structured. It is ambitious for all pupils. Teachers have had high-quality training to help them with this. They are now confident in planning and delivering effective lessons. They teach these subjects well. Pupils' progress has improved as a result, particularly in mathematics.

The teaching of early reading is a strength of the school. Leaders have placed a strong focus on this. They make sure that pupils who struggle with their reading get the time and support they need to catch up. Teachers read to their classes every day and pupils develop a love of reading. The library and classroom reading areas are well resourced.

However, the education provided by the school is not yet good. Some subjects are not planned well enough. In subjects such as history and geography, pupils do not develop a secure knowledge of the topics that they have studied. For example, Year 5 pupils have previously studied the Anglo-Saxons, but they can only recall very

 Example of non-
 Essex school report

basic facts. In addition, pupils often do not see geography and history as separate subjects.

Teachers provide support for pupils with special educational needs and/or disabilities (SEND), but this could be better. Due to changes in staffing, leaders do not yet have a secure knowledge of some pupils' needs. However, a skilled team of staff provide good support for a small group of pupils who have more complex needs.

Leaders want all pupils to have the same opportunities as pupils at any other school. In their words, their aim is 'that no pupil is disadvantaged by their postcode'. They have not yet achieved this. Across the school, pupils do not learn much about the creative arts. Leaders have not focused on these subjects in as much depth as they have for English and mathematics. In music, for example, pupils do not learn a musical instrument unless they pay for lessons. Pupils in key stage 2 have only recently started to learn French.

Pupils speak enthusiastically about some of the clubs and activities on offer. However, there are too few opportunities for pupils to develop their artistic interests in the curriculum. The number of disadvantaged pupils and pupils with SEND who take part in extra-curricular clubs is low.

In the early years, children are safe and happy. Staff engage well with children and make sure that parents and carers are involved. Leaders in early years are highly knowledgeable about how young children learn. The outdoors area has improved.

Children in the early years make a secure start in reading, writing and mathematics. They do not achieve as well in some areas of learning, such as understanding the world. Leaders do not see the early years as the starting point for the curriculum. This means that children are not prepared fully for Year 1.

Members of staff are very positive about the support they get from leaders. They told inspectors that the workload has been hard to cope with at times, but they felt it was needed to improve the school. There is a real sense of teamwork and pride in what they have achieved.

Safeguarding

The arrangements for safeguarding are effective. The safeguarding team use their expertise to make sure the school is a safe and welcoming place. Leaders and staff are vigilant to any concerns. They identify pupils who may be at risk and take prompt action. Leaders are tenacious in their work to get the right support for vulnerable pupils and their families. They know the potential risks their pupils face outside of school and teach pupils how to keep safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school is improving, but it does not yet provide a good quality of education. The strengths in English and mathematics have not been replicated across the whole curriculum. Leaders should ensure that the curriculum in all other subjects has the same breadth and depth as English and mathematics.
- Mathematics, English and science are planned and delivered effectively. Some subjects are not. Leaders should ensure that the curriculum is sequenced coherently in other subjects. They should carefully select the key content in subjects such as geography and history so that pupils know more and remember more.
- The creative arts are not routinely taught in any depth. Leaders should ensure that the curriculum in these subjects is developed so that pupils develop good subject-specific knowledge and disciplinary skills.
- External support from consultants helps leaders manage the SEND provision. Leaders have accurately identified pupils who need additional support and put provision in place. However, leaders should ensure that they have a more secure knowledge of those pupils with SEND who have a support plan. The support plans should be reviewed regularly. These pupils do not acquire the knowledge they need to succeed.
- Pupils have limited opportunities to nurture their artistic interests and talents. They cannot learn a musical instrument unless they pay for lessons, for example. The number of disadvantaged pupils and pupils with SEND who take up extra-curricular clubs is low. Leaders should ensure that all pupils have better access to opportunities which can widen their personal development.

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're 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

Unique reference number

Local authority

Inspection number

Type of school

School category

Age range of pupils

Gender of pupils

Number of pupils on the school roll

Appropriate authority

Chair

Headteacher

Website

Date of previous inspection



Information about this school

- The school is part of [redacted]. The current headteacher took up her role in September 2018.
- The school was judged inadequate at the previous section 5 inspection in July 2017. The school had three special measures monitoring inspections prior to this inspection.

Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

- We held discussions with the headteacher and the school leadership team. We met with two trustees and the chief executive officer of the multi-academy trust. An inspector also met with a representative from the local authority.
- We reviewed the school's safeguarding arrangements. We met with the safeguarding team and looked at documentation provided by the school, including



the single central record. We also spoke with staff, parents and pupils about the school's approach to safeguarding.

- We focused deeply on reading, mathematics, science, geography, music and French. All other subjects were considered as part of the inspection. We discussed these subjects with leaders, pupils and teaching staff. We visited lessons and looked at pupils' work.

Inspection team



Her Majesty's Inspector

Ofsted Inspector

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