

OFSTED SUMMARY – JUNE 2013

Our overall rating was a Grade 3 which means two things:

1. We did not do ourselves justice – our results show we are better than this.
2. Ofsted are not concerned about the School but believe we could be getting better faster and some of the things we do could be more consistent.

We have been given 24 months to make the necessary improvements. We believe we can make these improvements more quickly than this and would like to think we will be inviting Ofsted in for a Section 5 Inspection within 1 term – certainly within 2.

Below are the strengths of the School and areas of improvement that were identified by Ofsted:

Strengths	Areas for Improvement
<p>Behaviour of the Children – Ofsted felt this was very good.</p> <p>Anti-Bullying – Students when asked said there was no real difficulty with bullying overall. When there were incidents they were very clear who to go to to get the appropriate level of support.</p> <p>Curriculum – Ofsted felt the learning opportunities and the learning structure that the curriculum offered were very positive developments and entirely appropriate.</p> <p>Ofsted identified that there was good and/or outstanding teaching in every Faculty area. The practice in PE was seen as being particularly good.</p> <p>Attendance is now in line with the National average and Ofsted were very impressed with the progress made in the last three years.</p> <p>Ofsted felt we supported a range of challenging and vulnerable children very well.</p> <p>Exclusions have reduced significantly over the last three years and Ofsted felt that this was as a result of the support structures that the School has put in place for students.</p> <p>Ofsted commended the rising trend in examination results.</p> <p>Ofsted recognised that there is a well thought out programme in Years 7 and 8 which is having a positive impact on students' reading skills and which is boosting their progress.</p>	<p>Teaching needs to be more consistent. The good practice that exists in every Faculty needs to be used by everyone in the Faculty to ensure that teaching is always good. Areas for improvement included – consistent high quality feedback, more variety in some lessons and ensuring that all lessons are tailored to the specific class in front of the teacher.</p> <p>School improvement documents need to be more concise and focused on fewer things to enable more rapid progress in the most essential areas.</p> <p>The School needs to focus on the progress of each student as well as ensuring that they get the highest possible exam grades. At the very least all students should make progress in Maths and English that equals the National average. (We expect this to be the case with this Summer's results).</p> <p>Students' literacy needs to be further developed and all subjects need to seek further opportunities to do this.</p> <p>Governance – The Governing Body needs to be in a position to challenge the Headteacher over the full range of School activities – particularly Pupil Premium spending and the new Teachers Pay document which links teachers performance to pay progression.</p> <p>Pupil Premium needs to be more accurately focused to ensure that the gap between learners in receipt of Pupil Premium and their peers continues to narrow.</p>

There are new systems in place to improve teaching and raise achievement but many of these are still too new to have had a long lasting impact.

The Governing Body has challenged the School over the years to raise achievement and has been successful in improving attainment in terms of the number of students leaving School with 5 or more good GCSEs.

The school monitors its use of the Pupil Premium. The funding provided from the catch-up programme is being used to good effect to boost students' reading abilities in Year 7 and Year 8 and to provide additional staffing to support this programme.