**OFSTED**

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| **INSPECTION DATES** | **22–23 JANUARY 2019** |
| **Overall effectiveness** | **Good** |
| Effectiveness of leadership and management | **Good** |
| Quality of teaching, learning and assessment | **Good** |
| Personal development, behaviour and welfare | **Good** |
| Outcomes for pupils | **Good** |
| Early years provision | **Good** |
| 16 to 19 study programmes | **Good** |
| Overall effectiveness at previous inspection | Inadequate |
| **Summary of key findings for parents and pupils** | |
| **This is a good school** | |
| The executive principal’s inspirational leadership has enabled a rapid improvement across all areas of the academy. Despite a series of recruitment and staffing challenges, he has forged a strong team to achieve this.  Trustees and governors have a clear oversight of the strategic priorities to ensure rapid improvement. They skilfully hold leaders to account for further development.  The curriculum is in the process of being expanded. More pupils have access to modern foreign languages in key stage 4 and a wider range of courses are planned for key stage 5.  Outcomes have improved because of strong subject leadership. Staff are committed to training and senior leaders’ initiatives.  Most parents and carers value the work of the school and recognise the improvements. However, a minority expressed concerns about the quality of communication from the school.  Primary and secondary teachers know their classes very well. Typically, they teach lessons that stimulate pupils’ interest and boost their understanding, skills and confidence. However, occasionally some teachers’ expectations are not high enough for some groups of pupils. | Strong leadership and improved provision in early years ensure that children get off to a flying start to their primary education.  Pupils’ reading skills are promoted well. In some subjects, writing, mathematical and communication skills are not as fully developed.  New systems coupled with new leadership of special educational needs and/or disabilities (SEND) has led to improvements. Some teachers’ planning requires further refinement to ensure that pupils with SEND make the same progress as their peers.  The very small cohorts of sixth formers achieve well in the business studies course on offer. Bespoke guidance supports students to progress on to their chosen university courses, employment or apprenticeships. Leaders have plans for a wider range of courses in future.  After a dip last year, leaders have improved overall attendance. However, not all groups of pupils attend in line with their peers.  Behaviour and punctuality have significantly improved. There is an atmosphere of mutual trust and respect across the school. Pupils’ conduct is calm and orderly, and they generally apply themselves very well to their learning. |