

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



2 December 2015

Mrs L Sennett
Headteacher
Sandal Magna Community Academy
Belle Vue Road
Wakefield
WF1 5NE

Dear Mrs Sennett

No formal designation monitoring inspection of Sandal Magna Community Academy

Following my visit to your academy on 11 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about behaviour at the academy following the section 5 inspection in March 2015.

Evidence

The inspector considered evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence
- discussions with school leaders and staff.

Having evaluated all the evidence, I am of the opinion that at this time:

Leaders and managers have taken effective action to improve behaviour and secure consistently positive attitudes to learning.

Context

The number of pupils on roll is broadly average compared with other primary schools, with a far higher than average proportion of pupils from minority ethnic

communities. In addition, the proportion of pupils who speak English as an additional language is much higher than found normally. The proportion of pupils eligible for support through pupil premium funding is above average. This additional government funding is provided for pupils known to be eligible for free school meals and for those children who are looked after by the local authority. The proportion of pupils who are supported with a statement of special educational needs is below average; however, an above-average proportion of pupils is included in the school's register of special educational needs. Pupils' mobility is higher than normally found, with many pupils entering and leaving the academy at times that are different from that seen usually.

Personal development, behaviour and welfare

Since the inspection in March 2015, you, the staff and governors have continued to ensure that improving pupils' behaviour is a key factor in improving the overall performance at Sandal Magna. You have ensured that all staff, including those with lunchtime responsibilities, know how they must deal with any inappropriate behaviour. Staff told me that the discussions they had during the training day at the start of this term were very helpful and enabled them to provide a consistent approach when issuing red and yellow cards. The pupils told me that they know that there is an even-handed approach by staff when they issue these cards and also when they receive rewards for positive behaviour. In discussion we agreed that checking on the number of times, and at what time of the day, cards are issued and to whom, would be helpful. This will allow you to check the emerging picture and to provide secure evidence to governors and during future inspections. We also agreed that the use of non-golden time by a few pupils on a Friday afternoon needs to be reconsidered so that learning time is not wasted by those pupils who are not involved. Pupils are, however, very keen to behave well and to ensure that they do not miss golden-time activities, which they enjoy as they take part in events that are in addition to their normal lessons.

During the inspection, pupils were friendly, and happy to talk about behaviour. Several described how they felt about their own and others' behaviour; generally they believe that fewer pupils 'mess about' in lessons than previously. Your records confirm that there have been fewer times so far this year when inappropriate behaviour has been recorded compared with the previous year. During our visits to classrooms, pupils were generally focused on their work because it interested them. Teachers, for the most part, ensured that time was not wasted. I saw pupils moving around the academy sensibly and the older pupils, who ate and played with younger pupils at lunchtime, took their responsibilities seriously. Pupils moved around the academy well and were polite to you, other adults and visitors. During assembly, pupils observed the one-minute silence for Armistice Day impeccably.

Governors are ambitious for the academy and are keen to ensure that they find things out for themselves. The recent governor day was a helpful way for them to observe many aspects of academy life, especially pupils' behaviour. Governors recognise that some of the outside areas which are used for games of football do become congested at times and are working urgently with you and the sponsor to improve the current situation.

Priorities for further improvement

- Ensure that you check regularly the issuing of red and yellow cards in order to see whether any patterns emerge.
- Consider whether non-golden time, experienced by a small number of pupils, is used effectively.

I am copying this letter to the Director of Children's Services for Wakefield, to the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Marianne Young
Her Majesty's Inspector