

# The Deepings School

Park Road, Deeping St James, Peterborough, Lincolnshire PE6 8NF

## Inspection dates

20–21 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Requires improvement</b>
16 to 19 study programmes	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Successive cohorts in recent years have not made sufficient progress in a range of subjects. Standards have been considerably below national averages for a number of years.
- Teachers do not use assessment information to routinely plan activities matched to pupils' abilities. Some pupils are, therefore, not effectively supported or robustly challenged.
- The impact of teachers' feedback is inconsistent. Pupils are not always challenged to respond and learn from feedback.
- Teachers do not consistently share high enough expectations of what pupils are able to achieve. Activities do not fully engage learners.
- Leaders do not evaluate the impact of all aspects of the school's work robustly enough.
- Teachers do not consistently support pupils to improve their behaviour and low-level disruption has not yet been eradicated.
- The effectiveness of questioning is inconsistent. Teachers do not routinely support pupils to develop their understanding through questioning and discussion.
- Leaders have not ensured that sufficient opportunities for work-related learning and work experience are provided for sixth-form students.
- The quality of teaching of mathematics is a weakness of the school. Considerable improvements are required to improve pupils' progress in this subject.

### The school has the following strengths

- Following his appointment in September 2016, the headteacher took immediate and effective action to begin to tackle areas in need of urgent improvement.
- As a result of improved leadership, in a number of areas, current pupils are making more rapid progress than previous cohorts.
- The leadership of teaching, learning and assessment is improving. Middle leaders are taking greater responsibility to improve teaching in their subject areas.
- Leaders have ensured that pupils' spiritual, moral, social and cultural development is promoted well throughout the school.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment, in all subjects but particularly in mathematics, by ensuring that all teachers:
  - have high expectations of what pupils are able to achieve
  - use information about what pupils can do to plan activities that challenge the most able and support the least able pupils
  - plan activities that interest and engage pupils so they are supported to become more-effective learners
  - use questioning more effectively to facilitate greater discussion and to involve all pupils to develop their understanding and reasoning skills.
- Improve leadership by:
  - ensuring that leaders carefully evaluate the impact of the school's work and amend strategies accordingly
  - ensuring that all staff and pupils follow the school's assessment policy consistently to better support pupils' progress.
- Improve pupils' personal development and behaviour by:
  - further reducing low-level disruption in lessons
  - developing strategies to support pupils to engage in their learning.
- Improve the provision in the sixth form by developing a systematic approach to providing opportunities for work-related learning and work experience.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Until recently, leaders have not taken action to address the significant decline in standards since the last inspection. Some weak teaching and some pupils' poor behaviour have not been challenged effectively. This means that pupils have not made good progress in a number of areas for several years.
- Following his appointment in September 2016, the headteacher quickly identified areas in need of urgent improvement and took swift and effective action to begin to tackle these. Leaders now have a realistic view of the school's weaknesses. They have, in particular, successfully focused on improving pupils' behaviour and the quality of teaching, learning and assessment.
- Leaders are beginning to evaluate the impact of their work but this is not yet robust enough in all areas to ensure that strategies are effective. Leaders are aware of the need to sharpen evaluation in order to amend and adapt approaches to improvement.
- The leadership of teaching, learning and assessment is improving. Until recently, this has not been a priority and staff have not been effectively challenged or supported to develop their practice. Far greater focus is now evident and staff recognise the importance of the need to improve in this vital aspect of the school's work.
- Leaders have ensured that additional funding to support disadvantaged pupils is allocated appropriately and has contributed to improved outcomes for these pupils. However, leaders do not yet sharply evaluate the impact of specific strategies in order to amend and revise their approach.
- The quality of the leadership of the provision for pupils who have special educational needs and/or disabilities is inconsistent. Leaders have a good understanding of pupils' individual needs and are caring and supportive. However, there is a lack of strategic oversight and greater priority needs to be given to these pupils throughout the school to support them to make progress.
- In September 2016, leaders took immediate action to revise the existing curriculum to ensure that it provided opportunities for pupils in Year 11 to achieve appropriate qualifications. Leaders have since further revised the curriculum to ensure that it meets the needs of all pupils.
- The use of the Year 7 literacy catch-up funding is evaluated thoroughly. Leaders know which strategies are effective and can therefore amend their plans accordingly. As a result, pupils supported by this funding make good progress in reading. The evaluation of the impact of the numeracy catch-up funding is less robust.
- There is a comprehensive programme of extra-curricular activities, including performing arts and sport. A high proportion of pupils participate in these activities.
- Pastoral leadership is a strength of the school. 'College heads' have a detailed knowledge of pupils in their care and use this information to support them effectively.
- Leaders have ensured that pupils' spiritual, moral, social and cultural development is promoted well throughout the school. Pupils participate in a range of artistic, musical

and sporting activities. There is a detailed tutor and assembly programme, which helps to prepare pupils for life in modern Britain.

- The headteacher has ensured that leadership, at all levels, has been strengthened through new appointments and reshaping leaders' roles. There is now greater clarity of responsibility and clear capacity for further improvement in all aspects of the school's work.
- Leaders are proactive in seeking external support. For example, the headteacher has worked with specialists to undertake reviews of aspects of the school's work, such as the provision for pupils who have special educational needs and/or disabilities. This has provided clarity and supported the development of appropriate improvement plans. The trust has provided effective support in many areas. For example, middle leaders have worked with subject specialists from the trust to develop appropriate teaching materials and to develop staff's practice in the classroom.
- Staff recognise the improvements that have been made this year and are supportive of leaders' drive for continued improvement. They are keen to continue to develop their own practice to support pupils to succeed.

### **Governance of the school**

- Governance is improving. The governing body has a clear understanding of the school's strengths and weaknesses. They maintain close working relationships with school leaders to ensure that they are up to date with improvements. For example, members of the governing body undertake regular visits, meeting with leaders and observing the work of the school.
- Governors are committed to improving standards in the school. They offer support and challenge as appropriate. They fully recognise and embrace their responsibility to hold leaders to account.
- The trust has provided effective support, particularly to leadership. Plans are in place to continue to support the work of the school.

### **Safeguarding**

- The arrangements for safeguarding are effective. Leaders are extremely knowledgeable and work effectively with external agencies, taking swift action when required.
- The designated safeguarding lead is well supported by a team of appropriately trained staff. She is tenacious in following up and escalating concerns to ensure the safety and well-being of all pupils.
- Safeguarding processes are straightforward and understood by all staff. Records are well kept and detailed.

### **Quality of teaching, learning and assessment**

**Requires improvement**

- The quality of teaching, learning and assessment is inconsistent across and within subjects and key stages.

- Teachers do not have high enough expectations of what pupils are able to achieve. They do not use information about pupils' abilities and needs to plan appropriate activities. All pupils routinely work on the same activities, regardless of their ability. As a result, the least able pupils are not effectively supported and the most able are not sufficiently challenged.
- Some teachers do not consistently communicate high expectations of behaviour and participation in lessons. For example, pupils are not always challenged for poor effort or lack of participation. It is too easy for pupils to choose not to take part.
- Teachers do not routinely plan activities which interest and motivate pupils. This leads to off-task behaviour and low-level disruption.
- The quality of teaching in mathematics is in urgent need of improvement. Leaders have begun to take action to begin to address the significant weaknesses in this area. It rightly remains a priority.
- Teachers' questioning is inconsistent. Some questioning does not give pupils the opportunity to explore their understanding and develop their reasoning skills. However, inspectors also noted examples where questioning was effectively targeted at pupils, drawing out and probing their understanding. Leaders recognise the need to develop staff practice in this aspect of teaching.
- The school's assessment policy identifies principles and aims but lacks clarity of expectations. Many teachers follow the agreed approach of identifying pupils' successes and next steps, but teachers do not consistently ensure that pupils respond to, or learn from, feedback.
- Leaders have introduced personal learning checklists to support pupils to reflect on their work and identify the next steps in their learning. These are currently being used effectively in key year groups and inspectors noted particularly strong practice in physical education. Leaders plan to develop their use throughout the school.
- Teachers and pupils have positive relationships. Where these are strongest, teaching is more effective. Teachers have pupils' interests at heart and are keen for them to succeed. Leaders are aware of the need to continue to raise teachers' expectations of pupils' efforts, behaviour and potential.
- Teaching at key stage 5 is stronger than that in key stages 3 and 4. Teachers have higher expectations of behaviour and participation for those studying at key stage 5. As a result, teachers plan more-challenging activities that demand the development of greater resilience, effort and participation.
- There are pockets of stronger practice where teachers plan appropriately challenging activities and actively engage pupils in their learning. This leads to more rapid progress and enjoyment in learning.
- Subject leaders have recently improved the quality of teaching resources and planning materials. This has ensured that teachers have greater direction and support. It is too early to fully evaluate the impact of this work on pupils' progress. However, teachers and leaders are confident that this aspect of the school's work will lead to further improvements.
- There have been improvements in the quality of teaching, learning and assessment, following the appointment of a senior leader to oversee and drive improvements in this

area. Leaders recognise that much work remains to be done to improve the quality of provision sufficiently to improve pupils' outcomes.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Some teachers do not have high enough expectations of behaviour and effort, so pupils are not supported to develop effective learning behaviours.
- Pupils do not consistently demonstrate pride in their work. Not all pupils follow the whole-school agreed expectations of presentation in their work. Some teachers do not consistently challenge poor effort and poor presentation. Where work is regularly monitored by teachers, pupils clearly take greater pride in their work.
- Where teaching is stronger and expectations are higher, pupils are encouraged to work independently, demonstrating greater resilience and making more progress as a result.
- Pupils understand diversity and recognise the importance of tolerance and acceptance of those who are different to themselves. However, pupils say that they do not always demonstrate respect of each other, particularly in lessons, where poor behaviour can affect the learning of others.
- Pupils understand how to keep themselves safe in a variety of situations. For example, they recognise the potential dangers of the internet. Pupils say that they feel safe and comfortable in school. They know whom to approach to seek support and trust that staff deal effectively with bullying.
- Pupils appreciate the support that new pupils are offered. For example, new pupils are welcomed into the school and allocated 'buddies'. Pupils feel well supported by their tutors.
- Effective systems are in place to ensure that the small number of pupils who attend full-time, off-site provision receive specialist support for their personal development and welfare.

### Behaviour

- The behaviour of pupils requires improvement. Considerable work has been undertaken to improve pupils' behaviour in lessons. Leaders have introduced a system of consequences which pupils recognise and understand. However, this is not consistently applied by all staff. Pupils do not consistently respond.
- Low-level disruption in lessons has reduced. However, too many pupils are not challenged when they engage in disruptive behaviour and low-level disruption is still too evident.
- Pupils' conduct around the school is orderly and calm. Pupils are polite and welcoming of visitors, for example holding open doors and offering help with directions.
- Pupils have responded well to the 'ready to learn' expectation of being on time to lessons. They are generally punctual to lessons.

- Pupils in Year 11 have benefited from the support they receive to improve their attendance. However, whole-school attendance is slightly below the national average. Disadvantaged pupils' attendance has improved, but remains below the national average.
- The proportion of pupils who are persistently absent from school has reduced and is now below the national average.

## Outcomes for pupils

## Requires improvement

- Some poor teaching in recent years has led to pupils making slower progress than other pupils nationally. In 2016, pupils' progress in a range of subjects, including English and mathematics, was in the lowest 10% of all schools nationally.
- Disadvantaged pupils have not been effectively supported in the last few years to make the rapid progress they need to catch up. In 2016, disadvantaged pupils' progress in a range of subjects, including English, mathematics and science, was considerably lower than that of other pupils nationally. The most able disadvantaged pupils' overall progress was in the lowest 1%.
- Pupils who have special educational needs and/or disabilities made considerably less progress than other pupils across the curriculum in 2016.
- In 2016, pupils' progress in humanities and languages was stronger than that elsewhere in the school. Nevertheless, progress in these subjects was still below the national averages.
- Leaders have taken effective action to improve the progress of all pupils currently in the school. They have amended the curriculum, raised expectations of staff and ensured that behaviour has improved. This work has had a demonstrable impact on current pupils' progress.
- Leaders have introduced a new system for tracking pupils' progress. This has enabled teachers to identify gaps in pupils' learning and to intervene and support individuals. Regular progress meetings monitor pupils' progress and hold teachers to account. Additional intervention activities, such as holiday classes, have had a positive impact on pupils' progress.
- Leaders' information indicates that pupils' progress in 2017 will be more rapid than that in recent years, although still below national averages. Pupils currently in Year 10 are making good progress and leaders expect standards to increase further by the time these pupils complete Year 11.
- The tracking of pupils who are currently in the school shows that those who have special educational needs and/or disabilities are now making good progress.
- Year 7 literacy catch-up funding is used effectively to support pupils who enter the school with literacy levels below those typical for their age. Pupils make rapid progress in catching up with their peers.
- Pupils' progress in mathematics is improving. Leaders estimate the proportion of pupils achieving expected levels by the end of Year 11 in 2017 will be higher than in previous years. However, progress in mathematics throughout the school remains a priority.

## 16 to 19 study programmes

## Requires improvement

- Since the last inspection, there has been a decline in students' achievement. In 2016, students made less progress overall than other students nationally in both academic and vocational subjects. Leaders are aware of the decline in standards and are taking effective action to improve students' progress. However, leaders predict that students' progress in 2017 will remain below the national averages.
- Disadvantaged students made less progress than other students in academic and vocational subjects in 2016.
- Leaders have not ensured that there are sufficient opportunities for students to participate in work experience and work-related learning. A high proportion of students do not benefit from these experiences.
- The proportion of students who complete their courses is lower than the national average. However, students are well supported in moving to alternative courses or provision.
- Students enjoy being in the sixth form and are proud to be members of the school. They feel supported by staff and appreciate the care and guidance that they receive. Students who join the school in the sixth form say that they are made to feel welcome.
- Students understand how to keep themselves safe. They know whom they should approach should they need support and are confident that staff would deal with any concerns.
- Students' conduct is good. They are mature, articulate and helpful.
- The curriculum offers a wide range of academic and vocational courses. Leaders have ensured that students also benefit from an extensive enrichment programme, which includes opportunities for physical activity.
- Teaching is stronger in the sixth form than elsewhere in the school. Teachers use information about students' abilities to plan activities which support and challenge their learning. Teachers have strong subject knowledge.
- The number of students needing to resit GCSE English and mathematics is small. However, the majority of students make good progress in level 2 qualifications in these subjects.
- Personal development lessons are regular and frequent. The school provides good support and advice for students regarding their next steps. Students have a good understanding of the variety of opportunities available to them, such as apprenticeships and higher-education routes. The proportion of pupils who move onto higher education, training or employment is higher than the national average.
- Attendance in the sixth form has improved as a result of specific interventions and support. Students in the sixth form attend well.
- Students receive good pastoral support. Tutorial time is used well.
- Leaders fully understand areas in need of further improvement in the sixth form. They are taking effective action to tackle these, for example by increasing the allocation of curriculum time to support students' progress.



- Students and parents who made their views known to inspectors are extremely positive about the experiences and provision of the sixth form.

## School details

Unique reference number	137873
Local authority	Lincolnshire
Inspection number	10031313

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,575
Of which, number on roll in 16 to 19 study programmes	259
Appropriate authority	The governing body
Chair	David Liddle
Headteacher	Richard Lord
Telephone number	01778 342159
Website	<a href="http://www.deepingschool.org.uk">www.deepingschool.org.uk</a>
Email address	<a href="mailto:office@deepingschool.org.uk">office@deepingschool.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school is larger than the average-size secondary school.
- The school is part of the CfBT Schools Trust.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- The proportion of pupils who are White British is higher than average.

- A small number of pupils attend full-time provision at The Pilgrim School (Hospital).
- The school meets the government's current floor standards, which are the minimum expectations for pupils' achievement and progress by the end of Year 11.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

## Information about this inspection

- Inspectors observed learning in 65 lessons, some jointly with senior leaders.
- Discussions were held with senior and middle leaders, other staff, members of the governing body, a representative of the trust and an external advisor.
- Inspectors looked at pupils' work in lessons and a sample of pupils' books.
- Inspectors observed pupils' behaviour during lessons, before school and at lunchtime. They observed pupils' learning and behaviour in assemblies and during morning tutor sessions.
- Inspectors heard pupils read and spoke with pupils in discussion groups and informally around the school.
- Inspectors scrutinised a wide range of documents, including the school's self-evaluation, improvement plans, minutes of meetings of the governing body, information about the attainment and progress of all pupils, records relating to behaviour and safeguarding, and information on the school's website.
- Inspectors considered the 47 responses to Parent View, Ofsted's online survey and additional written communications received from parents. Inspectors also considered surveys of parents' views conducted by the school.

## Inspection team

Deborah Mosley, lead inspector	Her Majesty's Inspector
Michael Wilson	Ofsted Inspector
Sally Wicken	Ofsted Inspector
John Edwards	Ofsted Inspector
Dave Bennett MBE	Ofsted Inspector
Chris Stevens	Ofsted Inspector
Sharon Bray	Ofsted Inspector
Christine Horrocks	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017