

John Port School

Main Street, Etwall, Derby, Derbyshire DE65 6LU

Inspection dates

6–7 June 2017

| Overall effectiveness | Inadequate |
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| Effectiveness of leadership and management | Inadequate |
| Quality of teaching, learning and assessment | Inadequate |
| Personal development, behaviour and welfare | Inadequate |
| Outcomes for pupils | Inadequate |
| 16 to 19 study programmes | Inadequate |
| Overall effectiveness at previous inspection | Good |

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders' and managers' weak leadership has contributed to the sharp decline in standards of education since the last inspection. Their poor leadership led to the worst examination results in the school's history in 2016. Pupils were let down by poor teaching and poor leadership.
- Leaders have not ensured that the safeguarding arrangements in the school are effective. Pupils have, therefore, been put at risk.
- Senior leaders, including the headteacher, have not demonstrated the capacity to improve the school. Their monitoring of teaching is weak. They and subject leaders have an over-generous view of the quality of teaching.
- The quality of teaching in most subjects across the curriculum is weak or inadequate. Teachers do not plan precisely enough to meet the needs of pupils, especially the most able. They do not manage pupils' behaviour consistently well. Their expectations of pupils are too low.
- The school's systems to assess pupils are weak. Information about pupils' performance in many subjects is not reliable and has not been so since the last inspection.
- The appraisal of teachers is weak. Teachers, until recently, have not been held to account for the performance of their pupils or the quality of their teaching.
- Since the last inspection, leaders have not used effectively enough the funding provided to support disadvantaged pupils and those who have special educational needs and/or disabilities. These pupils made poor progress in 2016 and continue to attend school much less frequently than other pupils.
- Pupils' attitudes and behaviour, in and out of class, are not always positive. Incidents of poor behaviour have increased, as have fixed-term exclusions.
- The curriculum to support pupils' personal development, health and welfare is weak and ineffective. Pupils are ill-prepared for life in modern Britain.
- Too many students in the sixth form fail to complete the courses that they start. Too few achieve high grades.
- Turbulence in governance since the last inspection has contributed to the decline in standards in the school. The Interim Academy Board (IAB) has brought much-needed stability and strength to leadership, but there is no long-term governing body in place as yet.

The school has the following strengths

- The quality of teaching in the English department has rapidly improved.
- Newly-qualified teachers are supported well.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils' progress is accelerated, by:
 - ensuring that teachers plan specifically for pupils' different abilities, especially for the most able, by using information about their prior attainment more effectively
 - ensuring that teachers use a range of stimulating resources to engage pupils in their learning
 - ensuring that teachers, including temporary teachers, manage pupils' behaviour consistently well
 - raising teachers' expectations of what pupils, especially boys, disadvantaged pupils and those who have special educational needs and/or disabilities, can and should be able to achieve
 - ensuring that assessment practices are well understood by teachers and pupils, and are applied consistently
 - increasing the levels of challenge at key stage 5, so more pupils attain high grades.
- Improve pupils' personal development and behaviour and welfare, by:
 - developing the recent focused work to support disadvantaged pupils and pupils who have special educational needs and/or disabilities so that they attend school more regularly
 - reducing incidents of poor behaviour in and out of the classroom and supporting more effectively those pupils at risk of exclusion
 - developing pupils' understanding of how to keep safe and healthy
 - improving pupils' understanding of the faiths and cultures that make up modern Britain.
- Improve the quality of leadership and management, by:
 - securing the long-term stability of governance
 - strengthening the quality of senior leadership so that such leaders know and understand their roles and responsibilities and are held to account rigorously
 - developing an effective assessment and tracking system that is coherent and well-understood by all stakeholders
 - developing subject leadership further so that leaders make accurate judgements about the quality of teaching and use this information to improve practice rapidly
 - strengthening the appraisal system for teachers so that it supports teachers' development, while holding them to account more effectively
 - developing a strong pastoral programme of study to support pupils' personal, social and health education
 - developing an effective careers guidance programme so that pupils choose the right courses for their ability and aspirations, and which prepare them well for the next stage of their education, including key stage 5 and beyond.

- Urgently secure the school's safeguarding arrangements so that they are robust and effective, by ensuring that:
 - leaders in charge of safeguarding understand and carry out their statutory responsibilities, and that they are monitored closely and rigorously held to account
 - the single central register complies with statutory requirements
 - all procedures for vetting staff are carried out rigorously
 - the training delivered to staff is in line with the latest government guidelines
 - leaders keep clear and organised records of pupils who are at risk, and especially of those pupils who are subject to child protection plans.

It is recommended that the school may continue to appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders, including previous governors, have not secured a good standard of education in the school since the last inspection. In fact, standards have declined rapidly. The examination results in 2016 were among the worst in England. Pupils' attainment and progress were extremely poor in a number of subjects, including English and mathematics. The current progress of pupils is slow in a wide range of subjects, because teaching remains weak.
- The school's leaders responsible for safeguarding demonstrate an alarming lack of understanding of their roles and responsibilities, including their statutory duties. Consequently, basic safeguarding arrangements have not been secured, despite a number of safeguarding concerns and allegations being raised since the last inspection. Leaders have not been held to account for these failings.
- Leaders have been slow to improve the quality of teaching. Their judgements, which are over generous and with evaluations that are too cursory, have caused the weaknesses in teaching to continue. This is particularly true in many of the key subjects, such as mathematics and science. The level of challenge and expectations is too low in lessons.
- Subject leadership has been weak and ineffective since the last inspection. While the amount of monitoring carried out by subject leaders has increased this year, the quality of teaching is not improving quickly enough to address the legacy of underperformance. Subject leaders have not ensured a consistent approach to assessing pupils' work. Some leaders have taken positive steps to standardise the approaches used with those of other schools, this year. The curriculum for many subjects, however, is still developing to meet the challenges of the new GCSE examination requirements.
- Leaders were surprised by the poor examination results in 2016 and 2015. This is because they relied on inaccurate information from subject leaders about pupils' progress. While the systems to track and monitor pupils' progress and attainment are developing this year, the information about pupils' performance remains unreliable.
- The school has been unable to recruit sufficient teachers in many subjects. This, in addition to frequent staff absences, means that many classes are staffed by temporary teachers. Parents and pupils have attributed pupils' poor behaviour and progress to this lack of consistent teaching. Temporary teachers have not been monitored or supported well enough by leaders.
- The appraisal process for teachers is weak and has not been used well to improve their performance or pupils' outcomes. Quantifiable targets for teachers were virtually non-existent until this academic year. Teachers have not been held to account rigorously enough for their performance. The appraisal policy proposed for 2017/18 is markedly improved.
- Leaders' poor oversight of the use of the pupil premium funding, until this year, led to poor outcomes for disadvantaged pupils in 2016. The support for these pupils was not monitored well enough. As a result of new leadership this year, a thorough review of

the use of the pupil premium funding has taken place. The current interventions to support disadvantaged pupils, such as the effective deployment of learning mentors and the introduction of academic leaders, are beginning to show a positive impact.

- The use of funding to support pupils who have special educational needs and/or disabilities has been ineffective. These pupils have made poor progress since the last inspection. Intervention groups have not been monitored and pupils' performance not tracked. New leadership of this area since April is improving the quality of provision for these pupils.
- The use of Year 7 catch-up funding for those who have fallen behind in mathematics and English has not been evaluated effectively, until recently. Leaders are currently reviewing how effective are the use of this funding and the provision put in place for these pupils' improvement.
- Pupils' behaviour has not been managed well. The views of pupils and their parents, confirmed by school records, indicate that the number of incidents of poor behaviour are high. The behaviour policy is not applied consistently across the school by staff. The school's own records of incidents of bullying suggest that these incidents are rare, but this does not match the number of concerns about bullying and poor behaviour that are expressed by parents and pupils.
- The leaders responsible for improving pupils' attendance have not been effective in reducing the high absence rates of disadvantaged pupils and those who have special educational needs and/or disabilities.
- A significant proportion of parents who contacted inspectors during the inspection and responded to the online survey, Parent View, expressed dissatisfaction with many aspects of the school, including the leadership of the quality of teaching and the behaviour and safety of pupils.
- The programme of study to support pupils' personal, social and health development is weak and ineffective. Pupils have not been provided with sufficient guidance to help them to lead healthy lives, either physically or emotionally.
- The school's work to develop pupils' spiritual, moral, social and cultural development is not coordinated well. Leaders are not sure of the effectiveness of this aspect of the school's work, because there is no overview or strategic leadership in some subjects, such as citizenship, English or history. There are regular opportunities to develop pupils' social and moral understanding. Although pupils study religious education, their understanding of the religions and cultures of the communities that make up modern Britain is limited. Pupils were asked to respect the victims of the recent terrorist attack in London with a minute's silence in their tutorial session, but few had opportunities to discuss the event or the issues related to it. Pupils do not understand well enough the risks of extremism, in all its forms.
- The quality of independent careers advice and guidance provided for pupils is weak. Pupils in Year 9 say that they have had few opportunities to consider their career choices or aspirations. Too many students in the sixth form change or discontinue their original course of study, suggesting ineffective post-16 guidance in Year 11.
- Most pupils who attend the school's dedicated on-site alternative provision at The Bridge are supported well. Pupils are improving their basic skills and engage with the

courses very well.

- Leaders in the English department have developed the curriculum well over the past year. The level of challenge at key stage 3 prepares pupils well for the demands of the GCSE examination requirements. The quality of teaching across the department is improving rapidly.
- The curriculum is broad and balanced. There is a good range of vocational and academic pathways. Pupils also have opportunities to participate in a wide range of sporting and performing arts activities. There are regular enrichment days where pupils learn about topical issues in society, such as racism. Students in key stage 5 have an opportunity to travel to Kenya. Year 11 pupils are offered an optional lesson at the end of each school day to support their preparations for examinations. These are well attended. However, leaders do not monitor the effectiveness of the school's extra-curricular provision to ensure equality of opportunity.
- Newly qualified teachers are supported well. Their progress is monitored closely and they are improving their practice. They receive regular support and good-quality mentoring.
- Some teachers have received valuable support from The George Spencer Academy. These teachers have moderated their assessments of pupils' work with other colleagues and shared good practice in teaching.

Governance of the school

- The previous governing body, which presided over the school until April 2016, had not effectively held leaders to account. An independent review of governance highlighted a number of failings in governance. These included a lack of oversight of pupils' performance, the quality of teaching and the school's finances. This, and members of the governing body's fractured relationships with school leaders since the last inspection, contributed to the school's decline.
- The new governing body, the IAB, was formed in late autumn 2016. The chair of the governing body was appointed directly by the Secretary of State for Education, because of his track record and experience in governing schools. Other members of the governing body are national leaders of governance. The governing body has worked hard to establish clear policies and systems to monitor the school effectively. The performance management policy is now fit for purpose.
- The governing body does not agree with the school leaders' self-evaluation of the school's effectiveness. It agrees with inspectors that judgements are over generous.
- The governing body has acted quickly to address safeguarding concerns that were brought to their attention. A new policy, which adheres to the latest government guidance, has been adopted. Governors have taken a wide range of reasonable steps, including taking advice from experts within the governing body, to reassure them that the arrangements for safeguarding were effective. However, inspectors uncovered a raft of safeguarding failings by school leaders that had not been brought to the attention of governors.
- Governors have ensured that the website and policies meet all statutory requirements.
- The IAB are in the process of securing a more permanent governing body and a

possible sponsor for the school to ensure the school's long-term stability.

Safeguarding

- The arrangements for safeguarding are not effective.
- The designated safeguarding leader and other leaders responsible for safeguarding have not carried out their statutory duties to keep accurate records of pupils' concerns, including those relating to pupils who are at risk or those who are subject to child protection. Consequently, it is not clear from their records what support has been provided and what the current status of these pupils is. Safeguarding documentation is disorganised and chaotic.
- Safeguarding training for staff is not effective. Not all staff are clear about the systems to report concerns and the school's own whistleblowing policy.
- The safeguarding leader was not able to provide inspectors with the most up-to-date safeguarding policy which has been adopted by the governing body until the second day of the inspection. The one available on the website was out of date and was only replaced when inspectors brought this to the attention of the school's leaders.
- None of the statutory vetting procedures had been undertaken until inspectors brought this to the attention of leaders. Therefore, pupils have been unnecessarily put at risk.
- Leaders for safeguarding had not acted upon the areas for improvement set out in the local authority's safeguarding audit.
- Leaders have not ensured that the curriculum supports safeguarding sufficiently well. Pupils have not been provided with advice and guidance to help them to manage the range of risks to their safety, including that of extremism.
- While pupils say that they are safe and that bullying is rare, a number of incidents of bullying and other safeguarding concerns were raised by parents during the inspection.
- All pupils were clear that they would always report a concern to the heads of house or student services. However, they were unaware of any other routes, such as national helplines, to report a concern or a worry.

Quality of teaching, learning and assessment

Inadequate

- Teaching is inadequate. Currently, the quality of teaching across the school is not improving quickly enough to halt the decline in pupils' progress since the last inspection. Teaching in mathematics and science is consistently weak. The quality of teaching in some social science subjects, such as history and geography, is too variable.
- Teachers do not consider carefully enough pupils' prior attainment when planning lessons. The tasks that pupils complete are either too easy for the most able or too difficult for the least able. As a result, many pupils continue to make slow progress.
- Teachers' expectation of what pupils can and should achieve is not high enough. Some pupils in key stage 3, in mathematics for example, remarked that the work that they

were doing on fractions was the same as they had done in primary school.

Disadvantaged pupils, especially the most able, continue to underachieve compared to their peers, because teachers do not have a clear understanding of the barriers to their learning. The work of the new learning mentors, employed to support and work closely with disadvantaged pupils, is beginning to show some positive impact.

- In most subjects, there are several temporary teachers, not all of whom are effective. This has been very frustrating for both parents and teachers. The quality of teaching and teachers' skills in behaviour management are often poor in these lessons. Pupils' progress has been hindered, as a result.
- Pupils report, and inspectors witnessed, teachers not managing pupils' behaviour well. These incidents tended to be in lessons where teaching was weak and teachers had neither planned their lessons appropriately nor used stimulating and engaging resources. Pupils often become bored and misbehave in these circumstances.
- Some pupils reported that homework is not consistently set or marked. The new electronic system is not used consistently by staff. One parent commented that her child has experienced anxiety as the homework is often set with very short timeframes for completion and with little support.
- Teachers do not have a consistent understanding of the new assessment system that was set up this year. Previously, their judgements about pupils' performance have been inaccurate in most subjects. Pupils are confused by the way that their work is assessed.
- The assessment systems set up this year are developing, but are not always fit for purpose. The new competency assessment framework, introduced at key stage 3, identifies a set of criteria by which to measure pupils' progress towards age-related expectations in each subject and year. These criteria are sometimes too vague, so identifying pupils' real strengths and weaknesses is difficult.
- Until very recently, pupils who have special educational needs and/or disabilities have not been supported well. Their progress has not been appropriately or rigorously tracked. The support provided for them in class, as well as through separate intervention sessions, has been ineffective. These pupils made poor progress in both 2015 and 2016. New leadership of this area of the school's work is leading to better and targeted support, with early signs of positive impact.
- A number of teachers have been identified by leaders as requiring additional support in order to improve their practice. The impact of the work to support these teachers has been too variable.
- Teachers in the English department have worked effectively to eradicate the weaknesses in teaching that led to the poor outcomes in 2016. Currently, teachers demonstrate secure subject knowledge and a clear understanding of the new assessment framework for GCSE. Pupils are motivated to work hard, because teachers plan their lessons meticulously and consider their needs carefully.
- The quality of teaching of modern foreign languages is improving quickly, as a result of new leadership this year. Teaching in key stage 4 is consistently much stronger than in key stage 3.
- Teachers in some subjects, such as English, history, modern foreign languages and

citizenship, regularly develop pupils' spiritual, moral, social and cultural understanding. In discussions about poetry in Year 10, pupils were asked to draw out similarities and differences in historic themes about discrimination and prejudice, and how these compare with attitudes today. In a citizenship lesson, pupils in Year 7 engaged in thoughtful discussions about the implications of the current general election and the decision to leave the European Union.

- Newly qualified teachers have been supported well. The quality of their teaching is improving quickly and all have made progress since they gained qualified teacher status.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- While pupils say that they feel safe, they also report concerns about behaviour in lessons and around the school. Some parents have expressed their concerns about bullying and poor behaviour, despite school records showing few incidents.
- Pupils' understanding of the issues related to their personal, social and health education (PSHE) is limited. The pastoral programme of study is not coordinated well and there are gaps in coverage of important elements of PSHE, because leaders are unclear who is leading this aspect of the school's work. Pupils cannot recall being taught how to keep healthy, either emotionally or physically. Sex and relationships education (SRE) is not delivered in any systematic way.
- Pupils have not been taught effectively how to manage the risks that they may encounter in their lives, such as misusing drugs or alcohol, or being exposed to extremism. Pupils are not sufficiently well informed about these issues to protect them from harm.
- Pupils are not prepared well for life in modern Britain. Their understanding of the cultures and faiths that make up British society is very limited.
- While pupils do not fully understand the term 'British values', they respect democracy and are tolerant of others who may be different to themselves. Pupils speak highly of the lesbian, gay, bi-sexual and transgender group called 'LGBT and Allies', which is run by sixth-form students.

Behaviour

- The behaviour of pupils is inadequate.
- Incidents of poor behaviour recorded by leaders are increasing. The proportion of pupils who are subjected to fixed-term exclusions and permanent exclusions is much higher than the national averages. Disadvantaged pupils and those who have special educational needs and/or disabilities are disproportionately represented in exclusion figures.
- The proportion of disadvantaged pupils and those who have special educational needs and/or disabilities who are absent regularly from school has increased since the last

inspection. The persistent absence rates remain above national averages.

- Pupils and parents agree that behaviour by some pupils is poor. Teachers do not manage disruption in the classroom consistently well.

Outcomes for pupils

Inadequate

- In 2016, pupils made significantly less progress than their peers nationally in most subjects at GCSE, including English and mathematics. The progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities was particularly poor compared to their peers with the same starting points nationally.
- The difference between the attainment of disadvantaged pupils, including the most able and others, is not diminishing. While there are early signs of the successful impact of the more focused support now in place for these pupils, they were severely let down by the school in the past years.
- Boys' progress and attainment in 2016 were much lower than those of girls. Currently, boys continue to display less than satisfactory learning behaviour in comparison to girls. Their attitudes in class and in their workbooks show that learning, for them, is still much slower than for girls. In some subjects, such as languages and English, boys are beginning to make faster progress.
- The most able pupils, including the most able disadvantaged pupils, did not achieve the high grades of which they were capable in most subjects in 2016. Currently, these pupils are still not challenged sufficiently in many subjects. Teachers' expectations of what they are capable of achieving remain too low.
- In 2016, pupils' attainment in English, mathematics, science and humanities was poor. Pupils' progress in languages was above the national averages. Currently, pupils are making rapid progress in English and continuing to improve their skills in languages, especially at key stage 4.
- Currently, the support for pupils who have special educational needs and/or disabilities is improving, but remains inconsistent. The new special educational needs coordinator is aware of these pupils' needs and has put together a much stronger support programme for them. It is too early to evaluate the impact of this provision on pupils' progress.
- Pupils who arrive in school with below-average standards in literacy and numeracy are now supported well. Many are improving their basic skills. Previously, the Year 7 catch-up funding had not been used effectively.
- Pupils read confidently and the library is used regularly. However, pupils say that they do not feel that reading is promoted strongly, despite the 'drop everything and read' strategy.
- Pupils are not prepared well for the next stage of their education. In 2016, very few Year 11 pupils, including those who are disadvantaged, achieved the grades of which they were capable, especially in GCSE English and mathematics. This will severely hamper the post-16 choices that they could make and their life chances.
- Most pupils who attend The Bridge are making good progress. This is because the curriculum provided is tailored to their interests and ability.

16 to 19 study programmes

Inadequate

- The school's ineffective safeguarding arrangements mean that students' safety in the sixth form has been put at risk.
- Students' progress at AS and A2 levels slightly declined from 2015 to 2016. Leaders had not monitored students' performance well enough to intervene to support underachievement effectively. Last year, there were a high number of ungraded examination scripts for A2 subjects, which was unexpected.
- The small proportion of pupils retained from Years 12 to 13 continues to be a concern in the sixth form. This trend suggests that the guidance that students receive prior to joining the sixth form is weak. In particular, too many students discontinue their courses in science subjects.
- The proportion of students achieving grades A* to B is not improving quickly enough. It is still below the national average.
- Leaders' monitoring of the quality of teaching is improving this year. They have rightly recognised that the level of challenge in most subjects is not consistently high enough.
- The pastoral programme in the sixth form is effective. Students speak confidently about how to manage risks. Students are provided with a range of roles to promote their spiritual, moral, social and cultural development. As well as being involved in charity work and some of them visiting Kenya, many sixth-form students are mentors to pupils in the main school, supporting them in English and mathematics. Students speak confidently about social issues, such as LGBT rights and racism. Students are fully aware of the general election and its implications. Those who are eligible are keen to vote in the forthcoming election.
- Vocational courses in the sixth form, such as health and social care and business studies, are largely successful. This is because the teaching in these subjects is consistently strong and students make the progress that they should.
- Students attend school regularly. However, some disadvantaged students' absence rates are too high.
- Those students who need to re-take GCSE English and mathematics are supported well and, as a result, make the progress that they should in these subjects.
- There are a small number of disadvantaged students in the sixth form. These students are supported well. Their achievement is quickly accelerating towards that of others.
- The school met the government's interim minimum standards in 2016.
- All students move to post-18 employment, education or training.

School details

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| Unique reference number | 136591 |
| Local authority | Derbyshire |
| Inspection number | 10034087 |
| Type of school | 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 | 1964 |
| Of which, number on roll in 16 to 19 study programmes | 307 |
| Appropriate authority | Interim executive board |
| Chair | Sir Barry Day |
| Headteacher | Mr Chris Sainsbury |
| Telephone number | 01283 291018 |
| Website | www.johnport.derbyshire.sch.uk |
| Email address | admin@johnport.derbyshire.sch.uk |
| Date of previous inspection | 19–20 May 2015 |

Information about this school

- 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.
- The school is a free-standing academy and is a much larger than the average-sized secondary school.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is below average.

- A lower proportion of pupils has special education needs and/or disabilities than the national average, including those who have an education, health and care plan and those who just receive additional support.
- The school has a dedicated facility called The Bridge which provides a learning environment for students at greatest risk of exclusion. Currently, there are eight students who attend this provision for part of the week.
- The school does not use any off-site provision.
- The school does not meet the government's current floor standards, which are the minimum expectation for students' attainment and progress in English and mathematics by the end of Year 11.
- The school's temporary governing body is called the Interim Academy Board (IAB). It took up its powers in November 2016. The chair of the governing body was appointed in October 2016 directly by the Secretary of State for Education.

Information about this inspection

- The school was selected for inspection under section 8(2) of the Education Act 2005 (the Act). The inspection began on 6 June 2017. In the course of the inspection the lead inspector decided, on the basis of the evidence gathered, to treat the inspection as if it were an inspection under section 5, using the discretionary power under section 9 of the Act. Therefore, six new inspectors joined the inspection team on 7 June 2017 to conduct further inspection activity to meet the reporting requirements under section 5 of the Act.
- Inspectors were aware during this inspection that serious allegations of a child protection nature were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the setting in response to the allegations were considered (where appropriate), alongside the other evidence available at the time of the inspection, to inform the inspectors' judgements.
- Inspectors observed learning in 45 lessons, 10 of which were jointly observed with a senior leader. Inspectors visited the school's alternative on-site provision, The Bridge, and visited a number of tutorials.
- Meetings were held with the headteacher and other senior leaders, subject leaders, leaders in charge of safeguarding and behaviour, Years 7 to 11 pupils, students in the sixth form and governors, including the chair of the governing body. Inspectors also observed pupils at break and lunchtime.
- The inspection team looked at documents provided by the school, including: the school's self-evaluation and its improvement plans; safeguarding documents and those relating to attendance and behaviour; pupils' progress information; records of monitoring the quality of teaching and minutes of the IAB.
- Inspectors took account of 219 responses to the online Parent View questionnaire, and also the school's own parental questionnaires. Eleven parents submitted their comments about the school to inspectors during the inspection, including two by telephone. Staff and pupils did not have access to Ofsted's online surveys and, therefore, there were no responses.

Inspection team

| | |
|---------------------------------|-------------------------|
| Zarina Connolly, lead inspector | Her Majesty's Inspector |
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| John Edwards | Ofsted Inspector |
| Mark Mitchley | Ofsted Inspector |
| Nigel Boyd | Ofsted Inspector |
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| Chris Stevens | Ofsted Inspector |

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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.

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