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Dear Miss Salt

Additional, remote monitoring inspection of Ormiston Ilkeston Enterprise Academy

Following my remote inspection with Jayne Ashman, Her Majesty's Inspector (HMI), of your school on 4 and 5 February 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in May 2018.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Context

- Between September and December 2020, almost half of all pupils were required to isolate due to COVID-19. Years 7, 9 and 10 were the most affected year groups. The majority of pupils experienced one period of isolation. A small proportion of pupils experienced repeated periods of needing to learn at home.
- Currently, a large proportion of pupils are learning at home. This includes almost half of all vulnerable pupils. About one third of pupils with special educational needs and/or disabilities (SEND) are attending school in person.

Main findings

- Leaders are balancing the demands of the current lockdown while remaining committed to improving the school. They have anticipated the needs of pupils and staff. Leaders have improved the school's educational provision and, along with staff, have strengthened the school's standing in the community. Staff morale is high, and they are proud to work at the school.
- With the support of the trust, leaders have received training on improving curriculum planning and delivery. Subject leaders have comprehensively redeveloped their curriculum plans. Their ambitious plans precisely identify what pupils need to know. Subject leaders effectively sequence the order of pupils' learning. They take into account what pupils have already learned and what comes next.
- Leaders have made adjustments to some aspects of the curriculum because of COVID-19. They have reorganised some aspects of the curriculum. For example, in personal, social, health and economic (PSHE) education, pupils are learning more about mental health, well-being and resilience. Leaders have sensitively considered these changes. In practical subjects such as physical education and drama, pupils are focusing on the theoretical elements. Leaders are ensuring that the remote learning matches pupils' usual range of subjects.
- Remote education includes an effective mixture of live and recorded online lessons. Leaders ensure that all pupils are receiving the same education. Pupils receive regular feedback from their teachers with time to help improve their learning. Leaders stringently check pupils' engagement with the curriculum. They make regular phone calls and sometimes home visits to individual pupils. These checks are proving effective in increasing the engagement of some disadvantaged pupils.
- Leaders have planned further assessments to support the achievement of pupils in Year 11 before the end of the school year. They are ensuring that

these pupils are prepared for their next steps in education, employment or training.

- Improvements to the curriculum have included a strong focus on reading and writing. Staff encourage pupils to read widely. Many do not read well enough for their age. Staff provide extra support for these pupils to help them become more confident readers. They have access to a wide range of guided reading materials. Reading challenges reward pupils for reading a wider selection of books. Leaders have addressed previous weaknesses in pupils' use of subject vocabulary. Pupils are gaining confidence in their writing as a result of opportunities to write longer pieces, for example.
- Leaders have developed effective strategies to support pupils with SEND. The coordinator for special educational needs supports the curriculum planning across all subjects. Pupils are well supported with their remote learning. For example, pupils join small 'learning meetings' with teaching assistants. This helps pupils to develop their confidence to take part in and talk about their learning. Parents and carers are overwhelmingly positive about the support provided for pupils with SEND.
- Members of the governing body have a good understanding of their roles and responsibilities. They are ambitious for pupils and have a positive relationship with leaders. They challenge and support leaders, with a key focus on the curriculum and safeguarding. As one governor put it: 'We want to build pupils' confidence so that they can show off what they know.'
- The trust has offered a range of support to the school. This includes hands-on curriculum support and subject networks. Subject plans have improved in response to this support. Trust leaders are increasing their support to the school because of the challenges of the pandemic. For example, they are providing extra help for vulnerable pupils who are struggling to engage with their learning. Leaders from this school provide support to others in the trust.
- Parents who responded to Ofsted's online survey are very positive about the school. The vast majority would recommend it, and the number of pupils on roll continues to rise. As one parent shared: 'The ethos, personal attention and consistent policies provide a healthy and safe learning environment for both my children that are attending. They are happy at school. When issues have arisen, they have been dealt with quickly, effectively and professionally.'

Evidence

This inspection was conducted remotely. Inspectors held meetings with the principal, other senior leaders, subject leaders, pupils, a representative from the trust and members of the local governing body, including the chair, to discuss leaders' actions to provide education to all pupils during a national lockdown.

Inspectors also reviewed curriculum plans and examples of recorded learning across a number of subjects, including English, mathematics, geography, PSHE and modern foreign languages. Inspectors also reviewed governors' minutes and a range of school policies, including for remote education. Inspectors analysed 60 responses to Ofsted's online survey, Parent View, and 48 responses to Ofsted's survey for staff.

I am copying this letter to the chair of the governing body and the chief executive officer of the Ormiston Academies Trust, a multi-academy trust, the regional schools commissioner and the director of children's services for Derbyshire. This letter will be published on the Ofsted website.

Yours sincerely

Chris Stevens
Her Majesty's Inspector