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Alison Whitefield
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Dear Mrs Whitefield

Additional, inspection of The Everitt Academy

Following my on-site inspection with Tessa Holledge, Her Majesty's Inspector (HMI), of your school on 4 March 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 have serious weaknesses.

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

This monitoring inspection took place on site because Her Majesty's Chief Inspector had significant concerns about safeguarding at the school. The school was judged to have serious weaknesses at its previous section 5 inspection, which took place in September 2019.

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.

Safeguarding is effective.

Leaders and those responsible for governance should take further action to:

- make sure that teachers' plans are carefully thought through so that all planned learning is relevant to pupils' specific needs
- ensure that teachers understand leaders' expectations to consider and create an effective learning environment to support pupils' social, emotional and mental health (SEMH) needs.

Context

- Since the previous inspection, there have been many staff changes. You joined the school in March 2020. Leaders are recruiting more staff as pupil numbers increase. The governing body has had a few changes.
- During autumn 2020, very few pupils had to learn at home. Since January 2021, two class 'bubbles' have had to isolate.
- All pupils at the school have an education, health and care (EHC) plan. At the time of this inspection, more than a third of pupils are being educated on site. Leaders have made sure that the most vulnerable pupils have been offered a place in school.

Main findings

- Leaders and teachers have made sure that pupils access their usual curriculum whether they are working at home or in school. Leaders check to see if pupils have the resources they need for learning from home. Where they do not, leaders provide laptops and internet access. Leaders and teachers have provided paper-based packs of work for pupils that prefer them.
- Teachers' checks have shown that the majority of pupils are engaging with their learning at home. In English and mathematics, teachers deliver online lessons. Some pupils respond to this through paper-based work packs. Teachers check this work when it is returned to school and send it back with suggestions for improvements. This ensures pupils know where they have done well and what they need to improve.
- All subjects are adapted for individual pupils according to their EHC plans. In art, science and personal, social and health education, pupils are given a variety of tasks that have been planned, considering what individual pupils' targets are. However, in some cases, teachers have not planned tasks that take account of pupils' individual needs. As a result, pupils find some learning too difficult.

- In school, pupils have class reading books with linked learning activities. Teachers regularly set reading tasks for pupils to complete at home. Teachers plan the teaching of reading around books that individual pupils find particularly interesting. This ensures that pupils are encouraged to read and develop a love for reading.
- Leaders have prioritised keeping pupils safe both in and out of school during the current circumstances. Leaders have expanded the 'advocacy' team which checks on pupils' safeguarding and well-being. This new team includes a specialist therapist who advises other staff on activities that link to pupils' specific well-being needs. This is ensuring that pupils are well cared for and staff know when additional support is required.
- Leaders understand the complex needs of their pupils. Sometimes, the learning environment does not fully support and help pupils to cope with day-to-day situations. While leaders identify this, their expectations are not fully understood by all staff.
- Leaders make sure that Year 11 pupils have access to helpful careers guidance and are clear about their next steps after leaving the school. Leaders have worked closely with Year 11 pupils to choose education, employment or training placements that interest pupils. Leaders go back to check how successful the pupils are in these placements.
- Governors have had recent training and advice from the trust and the local authority. This training is helping governors to improve the support and challenge they give to leaders.
- Specialist advisers from the trust have helped leaders to revise and improve the curriculum so that it is generally well suited to the needs of the pupils. The trust has provided training for staff in safeguarding and in how to support pupils with SEMH needs. The local authority has also carried out checks on the safeguarding processes at the school to support leaders in ensuring they are effective.

Evidence

This inspection was conducted on site. We spoke to you, other senior leaders, representatives of the multi-academy trust, pupils, staff, representatives of those responsible for governance, and a representative of the local authority to discuss leaders' actions to provide education to all pupils during a national lockdown.

We were given a tour of the school and undertook safeguarding checks. We looked at the leaders' staff survey. We also looked at curriculum documents, the school's website, and online and paper-based teaching resources.

I am copying this letter to the chair of the governing body, the chair of the board of trustees and the chief executive officer of the Catch-22 multi-academy trust, the regional schools commissioner and the director of children's services for Suffolk County Council. This letter will be published on the Ofsted website.

Yours sincerely

Fyfe Johnston
Her Majesty's Inspector