

# University of Gloucestershire

Francis Close Hall Campus, Swindon Road, Cheltenham GL50 4AZ

## Inspection dates

21–24 June 2021

## Inspection judgements

	Early Years ITT	Primary age-phase	Secondary age-phase	Further education age- phase
<b>Overall effectiveness</b>	Requires improvement	Requires improvement	Requires improvement	Inadequate
The quality of education and training	Requires improvement	Requires improvement	Requires improvement	Inadequate
Leadership and management	Requires improvement	Requires improvement	Requires improvement	Inadequate
Overall effectiveness at previous inspection	Good	Outstanding	Outstanding	Good

## What is it like to be a trainee at this ITE partnership?

The partnership is founded on the principle of working with schools and settings to benefit children and young people in the local area. The partnership provides many routes into teaching to meet a broad range of trainees' and employers' needs.

The partnership prioritises all trainees' personal well-being. Trainees appreciate the adjustments that have been made for them because of COVID-19 (coronavirus) so that they can complete their training successfully.

Across all phases, trainees experience a blend of theory and practice through their training. However, school- and centre-based training are not always coordinated well, and so important knowledge is not learned as well as it should be. In the further education phase, the apprenticeship programme is intended to help teaching assistants achieve their ambition to train as primary school teachers. However, the partnership has chosen an apprenticeship standard that is not suitable for this purpose.

School mentors provide apprentices with ongoing on-the-job guidance and support alongside generic off-the-job training sessions. Although apprentices are given much on-the-job training, they are not provided with the subject- or phase-specific off-the-job training they need.

Secondary programme leaders have identified what trainees need to know by the end of the course. Trainees feel that their training is relevant preparation to start teaching. Nevertheless, trainees' depth of knowledge varies between subjects considerably.

The quality of primary trainees' experience depends on the route they follow. Primary trainees on the undergraduate programme learn well because they follow a well-planned initial teacher education (ITE) curriculum. However, the quality of academic support provided to trainees on school-based routes is not as strong. Therefore, these trainees are not as well prepared as they should be when they finish the programme. For example, they have limited appreciation of strategies for supporting pupils who speak English as an additional language. All primary trainees, regardless of route, benefit from training that prepares them to teach phonics. However, some routes ensure that trainees gain a deeper insight than others.

Early years tutors are expert in this phase of education and share their expertise with trainees. Trainees are prepared well in some areas of learning, such as in the prime areas of the early years curriculum. Even so, training in some of the specific areas of learning is not planned as well. This leads to variability in trainees' understanding of these areas.

Mentors and programme leaders communicate well with trainees. They know the trainees well as individuals. Consequently, most trainees feel included and valued. They are confident that when issues are raised partnership staff 'go the extra mile' to resolve them.

## Information about this ITE partnership

- In 2020/21, the partnership had 460 trainees over four phases: early years, primary, secondary and further education and skills (FES).
- There were 14 trainees in the early years phase, 365 trainees in the primary age-phase, 71 trainees in the secondary age-phase and 10 apprentices in the FES phase.
- Early years trainees follow a route that leads to the award of early years teacher status (EYTS).
- In the primary phase, the following training routes are available: the undergraduate bachelor of education degree with qualified teacher status (BEd with QTS) route; the core postgraduate certificate in education (PGCE) route; the PGCE School Direct fee-paid route; and the School Direct salaried route. Trainees opt for either the three to seven primary age-phase or the five to 11 primary age-phase. Trainees may also specialise in mathematics. The partnership has ceased to offer the assessment-only route.
- In the secondary phase, the partnership offers the core PGCE route. In 2020/21, trainees were enrolled on the following secondary subject courses: art and design, biology, computing, English, geography, history, mathematics, physical education and physical education with either English, geography or history. The partnership has ceased to offer the assessment-only route.
- In the FES phase, the partnership has apprentices on a postgraduate diploma in higher education route. In 2020/21, apprentices were studying the level 5 learning and skills teacher apprenticeship.
- In the primary phase, the partnership works with approximately 320 schools in 10 local authorities.
- In the secondary phase, the partnership comprises approximately 50 schools in eight local authorities.
- In the FES phase, the partnership includes nine schools from three local authorities.
- The partnership places trainees and apprentices in settings that were graded outstanding, good, requires improvement or inadequate at their previous Ofsted inspection.

## Information about this inspection

- This inspection was carried out by 10 of Her Majesty's Inspectors and three Ofsted Inspectors.
- Inspectors spoke with a range of staff and partners, including: the vice chancellor; the head of the school of education and humanities; the head of the partnership; the academic strategic leader; other senior leaders and university phase leaders; members of the teacher education partnership board; members of the phase partnership boards; headteachers and senior leaders in schools and settings; teaching school leaders; and the employers of apprentices.
- Inspectors also held conversations with partnership mentors, lead tutors and professional mentors and university link tutors.
- Inspectors sampled a wide range of documentation relating to the ITE training programmes. This included: subject and phase curriculum plans; trainees' assignments, target-setting and mentoring records; and information relating to the

Department for Education's (DfE) 'Initial teacher training (ITT): criteria and supporting advice'.

- Inspectors also reviewed a wide range of information relating to the leadership and management of the partnership. These documents included leaders' improvement planning documents.
- In the early years phase, inspectors spoke with eight trainees and three former trainees.
- In the primary phase, inspectors spoke with 17 trainees and seven newly qualified teachers (NQTs), either face to face or remotely.
- In the secondary phase, inspectors spoke with 15 trainees, four NQTs and one trainee from an earlier cohort. Discussions were held either face to face or remotely.
- During the visit, inspectors visited eight early years settings, 12 primary schools and eight secondary schools. Inspectors visited a further four primary schools where apprentices were employed. Some visits were carried out remotely.
- In the early years phase, focused reviews were conducted in communication and language, personal, social and emotional development, mathematics and understanding the world. In the primary phase, the focused reviews looked at early reading, history, music and science. In the secondary phase, inspectors carried out focused reviews in art, English and physical education. In FES, inspectors carried out focused reviews in English, mathematics and special educational needs.

# Early years phase report

## **What works well in the early years phase and what needs to be done better?**

Trainees enjoy their learning in the early years phase. They form a small, tightly knit, and supportive group. There are opportunities to share ideas and to learn from each other. Trainees greatly appreciate this and like the flexibility it offers. Trainees hold the course leader in high esteem. Her knowledge of, and passion for, the early years enthuses trainees and is often the reason why trainees enrol on this course.

The curriculum prepares trainees in their understanding of child development, including the health, cognition and development of babies and toddlers. The curriculum focuses on the prime areas of learning and revisits them at timely intervals. Trainees know that well-taught oracy is a precursor for early reading. Visiting course tutors provide training to enhance trainees' knowledge of systematic synthetic phonics. However, the curriculum is not yet fully developed. Leaders do not ensure that trainees learn about some of the specific areas of learning well enough. For example, weaknesses in the curriculum content choices and sequencing of learning of understanding the world do not provide trainees with the subject knowledge they need. This means that some trainees are not prepared well enough to teach in early years settings.

Leaders have not ensured that the curriculum takes account of the changes to the early years foundation stage (EYFS) statutory framework from September 2021. Consequently, trainees do not know about the revised expectations for children from birth to five years.

Leaders have not ensured that the procedures in place when selecting trainees give full regard to the latest statutory guidance. However, there are sufficient safeguards in place once trainees start on the course to ensure that the omissions do not have a significantly negative impact on trainees.

Course leaders have started to take the right actions to remedy the weaknesses which leaders have identified. As a result, trainees' experiences are improving. However, there are still too many inconsistencies that hold trainees back. For example, the systems for ensuring high-quality mentoring are relatively new. While some trainees' experience of mentoring is strong, this is not the case for others. There are times when mentors do not know how well they are doing, particularly where they are new to their roles. The quality of target-setting with trainees is too variable and trainees do not benefit from the level of support they require. Leaders have begun to provide support for mentors, but this does not always meet their needs well.

Despite the recent improvements, a lack of leadership capacity has restricted the ability to make necessary improvements. At times, this has a negative impact on trainees' experiences. For example, when content could not be taught directly due to restrictions in

place because of COVID-19, leaders were unable to recover lost ground to the same standard. Trainees were reliant on background reading and their work with mentors. This had a detrimental impact on some trainees.

## **What does the ITE partnership need to do to improve the early years phase?**

### **(Information for the partnership and appropriate authority)**

- Weaknesses in the curriculum mean that trainees do not have the subject knowledge they need in some of the areas of learning in the EYFS statutory framework. Leaders should ensure that the curriculum is planned and sequenced well so that trainees have the breadth and depth of knowledge they need in all of the specific areas of learning.
- Mentors do not always have a good understanding of their roles or how well they are meeting the partnership's expectations. Despite recent improvements, they are not having a consistently strong impact on trainees' learning. Leaders should ensure that they develop this aspect of the partnership's work so that all trainees benefit from the same high standard of mentoring.
- The quality of trainees' experiences varies too much. Leaders do not check rigorously enough on the impact of their plans and actions. This includes the recruitment and selection of trainees. Leaders should ensure that the monitoring of the partnership's work is precise enough to ensure that the quality of education and training provided is consistently good.
- Although, leaders have ensured that most of the necessary background checks are completed before trainees start on their course, administration systems are not sufficiently comprehensive. This means that leaders cannot assure themselves fully that every trainee is suitable to work with children from the outset. Leaders should ensure that recruitment and selection procedures give full regard to the latest statutory guidance issued by the Secretary of State.

## **Does the ITE partnership early years phase comply with the ITE compliance criteria?**

- The partnership does not meet the DfE statutory compliance criteria.

The partnership does not meet the following criteria:

- criterion C1.3, which requires ITT partnerships to ensure that a rigorous selection process is in place to assess applicants' suitability to train to teach.

# Primary phase report

## **What works well in the primary phase and what needs to be done better?**

The quality of training on different primary programmes varies considerably. In some, the ITE curriculum is not well organised. Leaders have not ensured that trainees have the breadth and depth of subject knowledge they need in some national curriculum subjects, especially foundation subjects. This variability means that trainees who follow some primary programmes, particularly School Direct, are not as well prepared as they should be to take up employment as a teacher.

Despite these shortcomings, the training programmes fulfil the requirements set out in the DfE's 'Core content framework' (CCF). Leaders provide partner schools with guidance about their expectations. In some partner schools, the ITE curriculum is implemented well. However, this is not the case across all partners. For example, some trainees do not feel well prepared to teach pupils who speak English as an additional language. Leaders are aware of this. They have plans in place to make improvements so that trainees are better prepared.

Most trainees know how to teach phonics and early reading. In most school placements sufficient time is allocated to prepare trainees to teach early reading. However, weaknesses in a minority of school placements result in some trainees not gaining the knowledge and skills they need. A small minority of NQTs reported that they needed to seek out additional support to be able to teach early reading effectively.

Leaders do not have robust systems to check the effectiveness of training. Typically, link tutors report to course leaders on the progress of trainees and the quality of their experience. Recently, this has been hampered due to COVID-19 restrictions. A small minority of trainees feel isolated and unsupported.

The quality of mentoring is too variable. Some mentors have had little or no training. This leads to trainees not receiving the quality of school-based training and support that they need to be well-prepared for employment.

Leaders attempt to evaluate the effectiveness of the programmes, mainly through trainee surveys. These are typically positive. However, they do not provide a rigorous, objective view of the quality of the ITE curriculum or its implementation. Consequently, leaders have not identified the deficiencies in some areas that lead to a high level of variability in the quality of training.

When recruiting trainees, leaders have not ensured that the full range of checks are in place to confirm that trainees are suitable to work with children. Due to arrangements once trainees start on their course, leaders gain the assurances they need. Therefore, the missing checks do not have a significantly negative effect on trainees or on their suitability to work with pupils directly.

Partners, including headteachers, speak highly of course leaders and many are keen to employee trainees. They are united in their view that communication across the

partnership has improved significantly recently. Trainees speak positively about the availability of course leaders to talk through any worries or concerns they may have. They say that leaders are particularly considerate of their well-being.

## **What does the ITE partnership need to do to improve the primary phase?**

### **(Information for the partnership and appropriate authority)**

- Across the partnership, training in the foundation subjects is not consistently strong. In some partnerships, trainees do not have the knowledge they need for the subjects they are training to teach. The partnership should ensure that trainees gain breadth and depth of knowledge in the foundation subjects.
- Mentors do not have the knowledge they need to ensure that all trainees develop their skills well. This affects some trainees' development. The partnership should ensure that mentors are suitably well-trained and that they understand their role fully.
- A minority of trainees are not prepared to teach phonics and early reading as well as they need to be. These trainees do not have the depth of knowledge and skills that they need. Leaders should ensure that all trainees receive effective training in phonics and early reading.
- Too little focus has been given to developing trainees' understanding of how to adapt their teaching to meet the needs of pupils who speak English as an additional language. This means that some trainees lack the knowledge and experience to be able to adapt teaching so that all pupils can learn the curriculum well. The partnership needs to ensure that trainees know how to teach pupils who speak English as an additional language well.
- Checks on the quality of the curriculum and its impact on trainees' development are not stringent enough. This results in disparity in the quality of training that trainees receive. Leaders need to improve their checks on the quality of training to ensure that the quality of provision is effective across the partnership.
- Although leaders have ensured that most of the necessary background checks are completed before trainees start on their course, administration systems are not sufficiently comprehensive. This means that leaders cannot assure themselves fully that every trainee is suitable to work with pupils from the outset. Leaders should ensure that recruitment and selection procedures give full regard to the latest statutory guidance issued by the Secretary of State.

## **Does the ITE partnership primary phase comply with the ITE compliance criteria?**

- The partnership does not meet the DfE statutory compliance criteria.

The partnership does not meet the following criteria:

- criterion C1.3, which requires ITT partnerships to ensure that a rigorous selection process is in place to assess applicants' suitability to train to teach.



# Secondary phase report

## **What works well in the secondary phase and what needs to be done better?**

Leaders have used their expertise to incorporate pertinent subject knowledge and up-to-date research into their ITE centre-based curriculum so that it matches the requirements of the CCF. Trainees explore and critically reflect on the educational theories that underpin teaching practice as part of the centre-based curriculum. However, on school placements, some trainees revert to pragmatic solutions rather than drawing on what they have learned in centre-based training. For example, trainees are less secure in their understanding of how to plan a curriculum so that it breaks down complex ideas for pupils into their constituent parts.

Subject leaders have reviewed the content of what they teach but have not considered carefully enough the best order in which to introduce important concepts. Trainees do not revisit important ideas through the planned curriculum routinely. This means that they do not learn from their school-based experiences as effectively as they could.

The professional studies programme prepares trainees in the professional characteristics of the teacher. This is beginning to align more closely with subject programmes so that trainees can look at things through both a generic and subject-specific lens. Sessions on how to support pupils with special educational needs and/or disabilities (SEND) and safeguarding help trainees to see issues from different perspectives.

The information that school-based staff receive about the centre-based curriculum lacks detail. There is too much reliance on trainees' own explanations of what they have learned. Consequently, school leaders do not align the centre- and school-based training in a meaningful way. Staff in schools and the centre lack a shared understanding of how different aspects of the training programme fit together. The quality of mentor support for trainees is variable. Mentors often focus on administration and ensuring that deadlines are met. The partnership has not ensured that there is sufficient evaluation of the quality of subject-specific mentoring.

Trainees are not assessed against how well they are learning the ITE curriculum. Mentors rely too heavily on the 'Teachers' standards' to assess trainees' developing competencies. Trainees regularly reflect on their practice, but their development targets lack the detail needed to identify precisely how they can improve.

School leaders are involved in the recruitment of trainees and are kept up to date with changes to the course. However, school partners are not closely involved in the evaluation and development of the training programme. Missing checks when trainees are being recruited had not been identified. Leaders are responsive to issues as they arise but there is not the systematic scrutiny needed to check the quality of the training provided. This, coupled with insufficient leadership capacity, means that leaders do not take enough stock of the impact of their actions.

## **What does the ITE partnership need to do to improve the secondary phase?**

### **(Information for the partnership and appropriate authority)**

- The ITE curriculum is not sequenced well. This means that trainees do not gain the depth of knowledge they need. Leaders need to ensure that the curriculum supports trainees to reflect on, refine and consider what they have learned in light of their training and experiences.
- The different components of the training curriculum are not integrated fully. This means that trainees do not readily make links between different aspects of their training to help them retain this knowledge in the longer term. Furthermore, school-based staff who plan training or provide support are not aware of the detail of the centre-based curriculum. Staff need to know more about this part of the curriculum so that they can plan accordingly. Leaders need to ensure that information about the centre-based curriculum is set out with precision and is shared with school partners.
- The quality of mentoring is too variable. This means that trainees' experiences differ significantly between school settings. Leaders should check more incisively whether the quality of mentoring is improving as a result of the training that is taking place.
- The approach to assessing trainees' competencies relies too heavily on the premature use of the 'Teachers' standards'. This means that trainees are assessed against these standards before they have gained the knowledge to meet these. Leaders should revise the arrangements for formative assessment and ensure that trainees' targets are precise and clear.
- Leaders do not quality assure the training programme with sufficient rigour. This means that leaders do not have a wholly accurate picture of the impact of the actions they are taking. Leaders need to ensure that there is a systematic approach to checking the quality of the content and delivery of the training programme and sufficient leadership capacity to implement it.
- Although leaders have ensured that most of the necessary background checks are completed before trainees start on their course, administration systems are not sufficiently comprehensive. This means that leaders cannot assure themselves fully that every trainee is suitable to work with pupils from the outset. Leaders should ensure that recruitment and selection procedures give full regard to the latest statutory guidance issued by the Secretary of State.

## **Does the ITE partnership secondary phase comply with the ITE compliance criteria?**

- The partnership does not meet the DfE statutory compliance criteria.

The partnership does not meet the following criteria:

- criterion C1.3, which requires ITT partnerships to ensure that a rigorous selection process is in place to assess applicants' suitability to train to teach.

# Further education and skills phase report

## **What works well in the further education and skills phase and what needs to be done better?**

Leaders have not ensured that apprentices benefit from a well-planned FES ITE curriculum. The curriculum has been designed as an access course for support staff aiming to teach in the primary sector. As a result, apprentices are not well prepared, and do not want, to teach in the FES sector.

The curriculum has not been planned effectively. Apprentices are not experiencing high-quality training and professional practice in FES settings. They have no opportunities to observe expert colleagues teach in FES.

Off-the-job training is not sufficiently subject, phase or learner specific. As a result, apprentices do not develop a deep mastery of the specific-subject knowledge and skills required to teach a primary curriculum or a specific-subject curriculum in the FES sector.

There is currently insufficient off-the-job support and training for apprentices to improve their own English, mathematics and digital skills. Leaders have rightly recognised this and have plans in place to provide additional off-the-job training, alongside reviewing the take-up and effectiveness of the resources they provide for apprentices.

Leaders and mentors do not assess learning routinely to identify apprentices' existing knowledge, skills and behaviours or any gaps in learning. As a result, the curriculum is not tailored to meet individual apprentices' requirements. Progress reviews do not identify the specific knowledge, skills and behaviours which the apprentice has learned. Targets are too vague and do not identify apprentices' areas for development.

Although leaders provide mentors with information on the curriculum delivered and how to reinforce it in schools, the on- and off-the-job curriculum is not sufficiently well integrated. It is unclear how off-the-job teaching modules are identified or how they support the apprentices' learning journey. School-based professional practice modules rely heavily on the mentors within the placements to provide subject and phase specificity. Course leaders do not check whether the school-based curriculum is appropriately reinforcing the off-the-job training modules.

Leaders do not use the extensive knowledge and expertise of leaders and mentors in partnership placements to construct and evaluate the curriculum. As a result, they do not amend the programme swiftly to meet particular needs in partnership schools.

Although partnership leaders check the workload demands of apprentices, the majority of apprentices struggle with the workload required to complete the programme. Apprentices find the initial focus on developing academic skills, in preparation for the level 6 course, particularly hard. Some employers have had to build in additional study time to enable apprentices to cope with the workload.

Quality assurance systems are not effective. Leaders failed to identify many of the significant weaknesses that inspectors identified during the inspection. Quality assurance documents lack rigour. They do not identify when and how the apprenticeship will be monitored.

Mentors support the majority of apprentices well to gain new knowledge, skills and behaviours to teach in a primary school. They use the learning and skills teachers' standards creatively and attempt to establish meaningful opportunities for apprentices to apply and develop their skills in primary and SEND settings.

Apprentices rightly value the off-the-job training which they can apply in their schools, such as their training in SEND. Apprentices are now better prepared to work with pupils with SEND in primary schools.

Although the apprenticeship standard is not a suitable one for the apprentices to be studying, leaders have been responsive to employer demand and acted in good faith to establish this apprenticeship.

## **What does the ITE partnership need to do to improve the FES phase?**

### **(Information for the partnership and appropriate authority)**

- Leaders do not have an effective curriculum in place for their apprenticeship. As a result, apprentices are not well prepared to teach and meet the requirements of learners in the FES sector. Leaders need to ensure that they plan and implement a coherent phase-centric FES curriculum.
- Leaders do not make effective use of assessment either at the start of the apprenticeship or through their systems to review apprentices' progress over time. They do not assess precisely apprentices' existing skills and expertise. They do not monitor the knowledge, skills and behaviours which apprentices are learning on the course effectively. Leaders need to develop their assessment and target-setting approaches so that the apprenticeship is tailored to individual apprentices.
- Apprentices are not receiving effective support and teaching to develop their English, mathematics and digital skills. As a result, apprentices are not making progress towards developing their own skills and knowledge in these areas. Leaders need to implement their plans to address this swiftly.
- Off-the-job training is often not phase or subject specific. It is not aligned with on-the-job training. Mentors lack the knowledge and support to develop an on-the-job curriculum that enables apprentices to develop their skills rapidly. Leaders need to review the content and sequence of on- and off-the-job training and ensure it supports apprentices to develop mastery of their subject areas.
- Leaders have an overly positive view of the effectiveness of the apprenticeship. They do not have a secure understanding of the quality of the curriculum. As a result, they cannot assure themselves of the quality or monitor their subsequent actions. Leaders should develop robust quality assurance systems, accurately assess their strengths and weaknesses, and put in actions to tackle weaknesses.

## ITE Partnership details

**Unique reference number** 70045

**Inspection number** 10167316

This inspection was carried out by Her Majesty's Inspectors (HMIs) and Ofsted Inspectors (OIs) in accordance with the 'Initial teacher education inspection framework and handbook'.

This framework and handbook set out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

**Type of ITE Partnership** HEI

**Phases provided** Early years  
Primary  
Secondary  
Further education and skills

**Date of previous inspection** 19–21 October 2015

## Inspection team

Overall lead inspector	Iain Freeland Her Majesty's Inspector
Phase lead inspector – Early years	Stewart Gale Her Majesty's Inspector
Phase lead inspector – Primary	Matt Middlemore Her Majesty's Inspector
Phase lead inspector – Secondary	Sarah McGinnis Her Majesty's Inspector
Phase lead inspector – FES	Kathryn Rudd Her Majesty's Inspector
Team inspector	Alison Attfield Ofsted Inspector
Team inspector	Susan Aykin Her Majesty's Inspector
Team inspector	Julie Carrington Her Majesty's Inspector
Team inspector	Sue Costello Her Majesty's Inspector
Team inspector	Non Davies Ofsted Inspector
Team inspector	Tracy Hannon Ofsted Inspector
Team inspector	Kathy Maddocks Her Majesty's Inspector
Team inspector	Denise Olander Her Majesty's Inspector

## Annex: Partnership settings, schools and colleges

Inspectors contacted trainees and staff at the following settings and schools, as part of this inspection:

<b>Name</b>	<b>URN</b>	<b>ITE Phase</b>	<b>Current Ofsted grade</b>
Chestnuts Day Nursery	EY379310	Early years	Good
Churchdown Parton Manor Pre-School	115511	Early years	Good
Fox Cubs Day Nursery	EY389263	Early years	Good
Hopton School House	EY239574	Early years	Good
Little Smarties	EY547310	Early years	Good
Upton-upon-Severn Church of England Primary School	116853	Early years	Good
Winchcombe Abbey Primary School	140797	Early years	Outstanding
Woodmancote Pre-school Group	101654	Early years	Good
Abbeymead Primary School	115601	Primary	Good
Barnwood Church of England Primary School	115714	Primary	Requires improvement
Battledown Centre for Children and Families	147562	Primary	Not yet inspected
Bourton-on-the-Water Primary School	139291	Primary	Good
Brockworth Primary Academy	138674	Primary	Requires improvement
Calton Primary School	115486	Primary	Good
Field Court Church of England Infant Academy	137477	Primary	Not yet inspected
Glenfall Community Primary School	115577	Primary	Good
Grange Primary School	146311	Primary	Not yet inspected
Harewood Junior School	115492	Primary	Good
Springbank Primary Academy	137194	Primary	Good
Warden Hill Primary School	115740	Primary	Outstanding
All Saints' Academy	136016	Secondary	Good
Churchdown School	137634	Secondary	Good
Dene Magna School	137387	Secondary	Outstanding
Forest High School	138496	Secondary	Requires improvement
Holmleigh Park High School	147300	Secondary	Not yet inspected
Newent Community School and Sixth Form Centre	138746	Secondary	Good
Pittville School	115772	Secondary	Good
Winchcombe School	136764	Secondary	Good
Birdlip Primary School	115515	FES	Outstanding
Drove Primary School	138309	FES	Not yet inspected

Mountford Manor Primary School	138308	FES	Good
Southwold Primary School	142728	FES	Good

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).

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.reports.ofsted.gov.uk](http://www.reports.ofsted.gov.uk).

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 1231  
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 2021