

# Inspection of XP East

Middle Bank, Doncaster, South Yorkshire DN4 5NG

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Inspection dates: 12 and 13 October 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Outstanding**

Leadership and management

**Requires improvement**

Sixth-form provision

**Requires improvement**

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils are proud to attend this school. They enthuse about their work and the relationships they have with other pupils and staff. They believe that staff help them to achieve to their potential. Pupils respect each other. They know that teachers will help them to resolve any bullying issues if they occur.

In crew sessions, (tutor groups), pupils discuss each other's progress and learning. They say that being part of crew is one of the best things about being at this school. Pupils' behaviour in lessons and at social times is good. Pupils enjoy talking about what they are learning with teachers and with each other.

In lessons, most pupils produce work of a high quality. Pupils read texts throughout their learning. This helps them to learn about local and international issues. They showcase their work to parents, carers and members of the local community.

Leaders make sure there are lots of clubs and after-school activities. Pupils attend these regularly.

Most students in the sixth form attend off-site provisions. These are less well monitored by school leaders. However, students do well in the sixth form. They access courses which help them achieve their ambitions for their next steps.

## **What does the school do well and what does it need to do better?**

Staff and pupils are proud to work and learn at XP East. There is a caring atmosphere all around the school. Pupils feel safe and cared for by staff. Staff feel that leaders care about their well-being. The majority of parents told inspectors that their children are very happy at the school.

Leaders have developed an ambitious curriculum. Subjects have well-sequenced curriculum plans. These plans have been carefully thought about. The plans complement each other when pupils study through 'expeditions'. Because of this, pupils are able to make connections between subjects. Most pupils produce high-quality work. However, the quality of work for a minority of pupils is not as high.

Expeditions are programmes of learning for pupils. For example, in the 'Being Human' expedition, pupils explore what it means to be human. They study the slave trade in history. They also study mathematics, geography, human biology, health and fitness, and the importance of music and art in human culture. This helps them to remember important subject knowledge. Teachers assess the progress of pupils through question and challenge. Formal assessments contribute to pupils' portfolio work. Often, pupils assess their own learning with their peers too.

When an expedition is completed, pupils produce a final product piece of work. It is then that they present this to parents, carers and sometimes to the local community.

Curriculum planning for students in the sixth form is less clear. Leaders do not know enough about the quality of provision for sixth-form students.

Leaders recognise the importance of pupils reading as often as possible. They provide support to help weaker readers become more fluent. When pupils arrive at the school, teachers assess their reading age. These assessments do not identify specific barriers to reading for individual pupils.

All pupils, including those with special educational needs and/or disabilities (SEND), study the whole curriculum. Teachers use information on a one-page profile to help pupils with SEND. All pupils, including those with SEND, get support from skilled learning coaches if they need it.

Crew sessions and expedition lessons deliver a comprehensive programme to strengthen pupils' personal development. Because of this, pupils become confident young people. The programme prepares them well for life in modern Britain. Teachers talk about important issues with pupils in crew sessions and assemblies. They often ask pupils for their views. Consequently, pupils develop high levels of respect for each other. Pupils also benefit from effective careers guidance to help them to make decisions about their next steps.

Governors and trustees are ambitious for the school and its pupils. They have an understanding of leaders' curriculum plans. But they lack enough understanding of the sixth-form provision. They do not have important knowledge about the sixth form. As a result, they do not know the sixth-form strengths or what needs further development.

Staff enjoy working at XP East. They believe that leaders are mindful of their workload and well-being when making changes at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that their processes for safeguarding and child protection are robust and clear. All staff receive effective training to be able to recognise and report any concerns about a pupil's well-being or safety.

Leaders respond quickly when concerns are raised. Pupils learn how to keep themselves safe, for example when using the internet. Pupils are taught about healthy relationships and appropriate behaviour towards each other.

Pre-employment checks ensure that the adults the school employs are suitable to work with children.

Checks for off-site sixth-form provision are carried out by the external providers. The communication between the school and these providers requires further strengthening.

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

### (Information for the school and appropriate authority)

- Leaders do not have the required knowledge of the off-site provision for sixth-form students. Consequently, they cannot identify strengths and areas for improvement. Leaders should improve communication with off-site providers to identify these areas.
- Reading assessments do not identify specific barriers to reading. Because of this, reading has not improved as much as it could. Leaders should ensure they identify specific barriers to good reading to improve it more effectively.
- Leaders have not scrutinised the quality of education with enough rigour. As a result, some pupils do not produce the high quality of work that many others do. Leaders should scrutinise the impact of the curriculum with more rigour to identify weaknesses.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	143916
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10200759
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	11 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	250
<b>Of which, number on roll in the sixth form</b>	41
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Richard Pountney
<b>Principal</b>	Andrew Sprakes
<b>Website</b>	<a href="http://www.xpeast.org">www.xpeast.org</a>
<b>Date of previous inspection</b>	Not previously inspected under section 5 of the Education Act 2005

## Information about this school

- A very small number of pupils attend off-site alternative provision at Journey Education and Vega College.
- There are 37 sixth-form students attending off-site provision at Harrison College and Higher Rhythm.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors met with members of the trust board. They also met with the principal, senior leaders, curriculum leaders and the special educational needs coordinator.
- Inspectors undertook deep dives in English, history, mathematics and science. They visited lessons, met with staff, looked at pupils' work, talked with pupils, interviewed curriculum leaders and examined documentation.
- Inspectors met with the designated safeguarding lead. They talked with a range of staff about safeguarding training and examined documentation and school records.
- Inspectors spoke with pupils to discuss their views about the school. Inspectors also considered 64 responses to the pupil survey, 34 responses to the staff survey, 62 responses to Ofsted's online survey, Parent View, and a letter from a parent.

### **Inspection team**

Barry Found, lead inspector

Ofsted Inspector

Marc Doyle

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Her Majesty's Inspector

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