

# Inspection of Five Acres High School

Five Acres, Coleford, Gloucestershire GL16 7QW

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Inspection dates: 8 and 9 February 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Ofsted has not previously inspected Five Acres High School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

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

Pupils are very positive about the quality of education they receive at Five Acres High School. The curriculum enables them to develop knowledge of a range of subjects. For example, pupils visit museums and theatres, and engage in public debate. Pupils have many opportunities to develop their physical health through sport. They benefit from programmes such as the Duke of Edinburgh's Award. Most pupils, including pupils with special educational needs and/or disabilities (SEND), attend a breadth of clubs at lunchtime and after school. Pupils enjoy discussing books, playing chess and singing in the choir.

Pupils behave very well in lessons. There is a calm learning environment in classrooms. Pupils stated that bullying is uncommon and that if staff know about it, they resolve it quickly. Pupils feel safe and cared for.

The curriculum nurtures high aspirations among pupils. Staff provide pupils with carefully tailored information about careers and further education. Pupils are well informed about their next steps. Pupils participate in programmes that introduce them to higher education.

Pupils learn about the importance of leadership through applying to join the school council. Pupils take the responsibility of representing the school seriously. For example, pupils sing at Gloucester Cathedral.

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

Leaders have created a strong reading culture at the school. Pupils engage well and enjoy the books they read throughout the day. Leaders and staff enable pupils to read a broad range of interesting books. Leaders use assessment information well to create tailored reading programmes for some pupils.

Leaders have created a well-sequenced curriculum. Pupils draw on their prior knowledge to enable them to learn new concepts. For example, in Spanish, pupils build on their knowledge of the simple present tense to learn more complex tenses. The mathematics curriculum is a strength of the school. It enables pupils to review what they have learned so that they can develop their reasoning and problem-solving. Pupils are motivated and want to achieve well. However, leaders have not ensured that the curriculum helps pupils to communicate what they have learned in a sophisticated way.

The curriculum includes everyone. Pupils with SEND study the same curriculum as their peers. They learn confidently and achieve well in many subjects. However, some pupils with SEND do not receive the consistent support in the classroom that they need. Where this is the case, some pupils with SEND do not learn the curriculum as successfully as they could.

Leaders have designed a very effective careers education for pupils. The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships. Pupils learn about the opportunities in the world beyond school. For example, pupils regularly visit universities.

Children looked after receive exemplary support. Leaders ensure that such pupils receive tailored pastoral and academic guidance. In addition, leaders and staff have improved the attendance of disadvantaged pupils. Leaders monitor and track attendance closely, to ensure that pupils are in school and learning.

Leaders have established highly effective systems for managing behaviour. Pupils understand school routines well. Staff and pupils have positive relationships. As a result, most pupils are kind, respectful and friendly towards each other. Leaders have succeeded in reducing the number of suspensions at the school.

Pupils learn a well-constructed personal, social and health education curriculum. They are well prepared for life beyond school. Parents are overwhelmingly positive about the education their children receive at the school. One parent's view echoes the views of many: 'The school has high expectations for all students.'

Trustees and governors hold school leaders to account well. They gather pertinent information to pose challenging questions. Leaders, trustees and governors support the well-being and training needs of staff, including early career teachers. The vast majority of staff are positive about the support they receive from leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding leaders are vigilant about the emotional and physical safety of pupils. They know the potential safeguarding issues posed by the local area well. Pupils know where to get help if they have a concern. They work closely with external agencies to keep pupils safe from harm. Leaders provide appropriate and timely support for pupils who may be at risk.

Staff receive appropriate safeguarding training, which is periodically updated. They know how to identify if a pupil is at risk, and how to refer their concerns. Leaders ensure that all adults working at the school have undergone appropriate background checks.

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

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

- The curriculum does not enable pupils to develop detailed knowledge and skills in some subjects. As a result, pupils do not learn how to communicate what they

have learned as well as they could. Leaders and staff must ensure that pupils develop their literacy skills in all subjects.

- Some pupils with SEND do not receive consistently effective support. This means that they do not make progress through the curriculum as well as they could. Leaders and staff must ensure that all pupils with SEND receive the support they need to learn with confidence and success.

## 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>	144013
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10212165
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	673
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Anne Spackman
<b>Headteacher</b>	Simon Phelps
<b>Website</b>	<a href="http://www.5acreshighschool.co.uk">www.5acreshighschool.co.uk</a>
<b>Date of previous inspection</b>	24 November 2020, under section 8 of the Education Act 2005

## Information about this school

- Five Acres High School converted to become an academy in September 2017. When its predecessor, Lakers School, was last inspected by Ofsted, it was judged to be inadequate.
- The school joined the Greenshaw Learning Trust in September 2017.
- The school uses one alternative provider.

## Information about this inspection

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and members of the leadership team.
- Inspectors carried out deep dives in these subjects: modern foreign languages, science, mathematics and history. For each deep dive, inspectors discussed the

curriculum with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.

- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors considered the views of parents who responded to the confidential questionnaire, Ofsted Parent View. They also considered the views of staff and pupils.
- Inspectors held discussions with trustees, trust leaders and governors.
- Inspectors held discussions with single-sex groups of pupils to gather their views on the culture of the school.

### **Inspection team**

Susan Aykin, lead inspector

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