

Inspection of Rawlins Academy

Loughborough Road, Quorn, Loughborough, Leicestershire LE12 8DY

Inspection dates: 28 and 29 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Sixth-form provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Throughout the school, pupils have inconsistent experiences. Pupils do not always behave appropriately in lessons. The school environment is not always calm and orderly. Pupils are not always able to learn effectively.

Most pupils are not worried about bullying. However, some say they would not share concerns with staff. Pupils sometimes hear disrespectful language from others.

Leaders are reflective. They have planned a well-sequenced curriculum. Many older pupils have developed secure knowledge and understanding of the subjects they study. However, some teachers do not check pupils' understanding effectively before moving learning on. Leaders have not ensured that all pupils with special educational needs and/or disabilities (SEND) have their needs met.

Sixth-form students benefit from a well-planned curriculum. Teachers help students to know and remember more over time. Students secure places at universities or in apprenticeships.

Leaders have made personal, social, health and economic (PSHE) education a priority. Pupils learn about protected characteristics and British values. However, the behaviour of some pupils is not always respectful of difference. Pupils have access to wider opportunities such as drama, sport, outdoor learning and gardening.

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

Leaders are ambitious about what pupils should learn. They think about preparing pupils for their next steps and have created a curriculum that identifies the order in which pupils should learn new knowledge. The planning of opportunities in which pupils can revisit learning and deepen their understanding, however, is less deliberate. As a result, some pupils do not routinely build their knowledge over time.

Teachers have secure subject knowledge. They use assessment well in the sixth form in order to give students a clear sense of their strengths and areas to work on. In the remainder of the school, some teachers do not use assessment consistently, to identify and address any misunderstandings pupils may have.

Leaders have plans in place to support pupils at the early stages of reading. Currently, pupils who are receiving support are developing fluency in their reading. Leaders have not yet provided help to all those who need it.

Leaders identify pupils with SEND and develop classroom strategies to support them in their learning. Leaders have not ensured that all teachers use approaches which help pupils with SEND to achieve their potential. There are examples of effective practice, but the overall picture is inconsistent. In sixth-form lessons, teachers often provide students with personalised support.

Pupils studying in the 'Skills for learning' unit are well supported. Teachers and learning support assistants know the pupils well and deliver personalised strategies. Leaders have planned the curriculum to give these pupils access to an appropriate range of courses. Leaders have yet to ensure that all teachers set these pupils ambitious, challenging work. Pupils prepare for life beyond school with cooking classes and skills for employment.

Leaders have prioritised pupils' personal development. PSHE lessons cover issues including physical and mental health and staying safe online. Citizenship lessons aim to help pupils learn about the political system in the United Kingdom and beyond. Despite leaders' positive actions, the PSHE curriculum does not yet enable all pupils to develop their understanding of healthy and respectful relationships. Sixth-form students value the new PSHE curriculum. Leaders want to develop this further.

Pupils have access to wider opportunities such as chess club, weather forecasting club and theatre trips. Leaders plan to encourage even greater pupil involvement in extra-curricular activities. They recognise that support for disadvantaged pupils remains a priority. Pupils benefit from careers advice. They join in with careers fairs and apprenticeship week. Leaders have created opportunities for pupils to encounter the world of work. Some sixth-form students access advice about applying for Oxbridge universities or medical degrees.

At times, pupils can experience disrespectful behaviour. Some girls say that language and behaviour directed towards them can make them feel uncomfortable. Teachers do not take a consistent approach to addressing poor behaviour. This has a negative impact on the learning environment. Some parents and carers, pupils and staff who expressed a view commented that they would like behaviour to improve.

Sixth-form students study in calm and focused classrooms. They value the professional, supportive relationships they have with their teachers.

Leaders identify areas for development and plan to improve pupils' experiences of school. Mental health is a key focus, with training for staff and pupils in place. However, many staff who expressed a view, do not feel supported in relation to their workload and well-being.

Governors share leaders' priorities and use their knowledge of the school to hold leaders to account. They know that behaviour and the quality of teaching are not yet meeting their ambitions.

Safeguarding

The arrangements for safeguarding are effective.

Leaders responsible for safeguarding are passionate and determined to support pupils to help keep them safe. They have created a culture in which staff feel

confident about reporting safeguarding concerns. Staff complete appropriate training and receive regular updates.

Leaders respond to the local context and work with other agencies to keep pupils safe. Leaders are developing new systems to improve the monitoring and analysis of the school's safeguarding procedures.

Pupils learn about how to keep themselves safe, for example by learning about potential hazards online and the risks posed by extremist views.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have adapted and continue to adapt the curriculum. However, they do not ensure that all teachers are consistently using the most effective approaches to check pupils' understanding. This means that pupils' subject knowledge is not always secure. Leaders need to ensure that all teachers understand how to select the best approaches to help pupils learn and how to assure themselves that pupils understand essential information before moving the learning on.
- Some teachers do not ensure that pupils with SEND, or those at the early stages of reading, receive the help they need to access the curriculum. As a result, some pupils do not develop the knowledge and understanding that the planned curriculum intends. Leaders should make sure that all teachers understand how best to support pupils with SEND and those who are at an early stage of reading, so that these pupils achieve well.
- Pupils do not always behave appropriately in lessons or around the school site. This negatively affects the learning that takes place. Leaders need to ensure that staff understand how to manage behaviour and how to respond to any incidents of inappropriate behaviour so that pupils' behaviour is appropriate in lessons and around the school site.
- Pupils experience disrespectful language and behaviours. This means a culture of respect and celebrating difference is not fully established. Leaders need to ensure that the curriculum and the culture of the school create opportunities for celebrating difference and the equal treatment of all.
- Leaders are ambitious, reflective and identify areas for development. However, they have yet to develop a secure, strategic oversight of all aspects of the school. This means that there are areas of inconsistency, particularly in relation to the quality of education and behaviour. Leaders need to ensure that all staff share a common vision and know how to implement policies consistently.

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

Unique reference number	137640
Local authority	Leicestershire
Inspection number	10227827
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1558
Of which, number on roll in the sixth form	334
Appropriate authority	Board of trustees
Chair of trust	Ian Marron
Principal	Clare Darby
Website	www.rawlinsacademy.org.uk
Dates of previous inspection	14 and 15 March 2017, under section 5 of the Education Act 2005

Information about this school

- The school has specialist provision for pupils with moderate learning difficulties. There are currently 67 pupils accessing this provision, all of whom are on the school's roll.
- The school has specialist provision for pupils with a diagnosis of autism spectrum disorder. There are currently 10 pupils accessing this provision, all of whom are on the school's roll.
- The school uses 14 alternative providers. Of these, 13 are unregistered.
- As the school is designated as having a religious character, it is inspected under section 48 of the Education Act 2005, most recently in December 2017.
- 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.

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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, subject leaders, staff and members of the governing body.
- Inspectors carried out deep dives in these subjects: English; mathematics; science; history; and business and economics. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors visited the enhanced resource units on site and met with leaders responsible for the pupils accessing this provision. Inspectors also met with the special educational needs coordinator and visited some lessons with a focus on the experiences of pupils with SEND.
- Inspectors met with the leader of the sixth form.
- Inspectors met with pupils formally and informally, including sixth-form students.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors read the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff and met with the safeguarding team. Inspectors also spoke with staff and pupils.
- Inspectors scrutinised documents, including the school's self-evaluation and a range of school policies.
- Inspectors considered responses received on Parent View, including free-text responses. They also considered responses to the Ofsted staff and pupil surveys.

Inspection team

Matthew Fearn-Davies, lead inspector	Her Majesty's Inspector
Chris Fletcher	Ofsted Inspector
Mark Rhatigan	Ofsted Inspector
Jane Burton	Ofsted Inspector
Ian Colling	Ofsted Inspector

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://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
W: www.gov.uk/ofsted

© Crown copyright 2022