

Inspection of Joyce Frankland Academy, Newport

Bury Water Lane, Newport, Saffron Walden, Essex CB11 3TR

Inspection dates: 27 and 28 June 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Requires improvement
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy attending Joyce Frankland Academy, Newport. They get on well with each other and develop strong friendships. They say that this is a school where being different is accepted as the norm.

The majority of pupils are keen to learn and behave well. However, a minority of pupils do not have a positive attitude to their learning. They sometimes disrupt the learning of other pupils. Pupils feel safe here and appreciate the support that they receive from staff. Pupils attend well.

There is a comprehensive offer of clubs for pupils, including chess, computing and a range of sports. Regular theatre productions take place. There is also a range of leadership opportunities. These widen pupils' experiences and develop their self-confidence.

Pupils, including those in the sixth form, follow a curriculum which is increasingly well adapted to meet the needs of all pupils. They learn how to revise and study independently. They meet a wide range of employers. Students in the sixth form also visit universities. Consequently, pupils are well prepared for the next stage in their education or employment.

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

Leaders have developed an ambitious and broad curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). The well-thought-out curriculum identifies the key knowledge that pupils need to learn. Leaders have broken down knowledge into smaller steps, and topics are taught in a logical order. As a result, pupils build upon and develop their knowledge over time.

Pupils' knowledge of the curriculum is checked regularly in a range of ways, including 'low stakes quizzes' in lessons and formal tests. Teachers increasingly use this information to adapt what they teach and how. They have secure subject knowledge and provide pupils with effective feedback on how to improve their work.

The reading curriculum is at an early stage of development. Leaders are now prioritising this area of the curriculum. Weaker readers are assessed at the start of key stages 3 and 4. They receive support that increases their fluency and confidence. Reading is taught mainly through English, and pupils do not routinely read widely and often. Leaders are aware that reading proficiency needs both to be checked regularly and developed across the curriculum, and they have clear plans to achieve this.

Pupils with SEND participate well in most lessons. Teachers expect them to do well. They usually use their knowledge of pupils to adapt their lessons so that they can access the curriculum. When pupils' reading is weak, they sometimes struggle to

access the work. Leaders know that teachers need to have more knowledge of pupils' competence in reading so they can match this to their needs.

Students in the sixth form enjoy studying here. The sixth form is inclusive and caring. Students have a wide range of subjects open to them. Students are taught how to study effectively and organise themselves. If they find this difficult, they are supported to improve. They say that teachers are knowledgeable and challenge them in lessons to do their best.

Most pupils behave well; they treat adults with respect and approach their work maturely. They are frustrated that a minority of pupils do not always behave well in lessons. Leaders have made changes to school policy on areas including the use of phones. They are providing training and support for staff, and this is improving matters. Leaders have high expectations of behaviour, but these are not always shared by staff. Some teachers do not always follow the school policy consistently, which confuses pupils and results in disruption to learning.

The wider curriculum, including assemblies, clubs and visits, as well as personal, social and health education lessons, meets leaders' intent to develop pupils 'four I's': independence, imagination, inquisitiveness and insight. Pupils learn about different faiths, personal finance and looking after their physical and mental health. Pupils receive careers guidance, and they learn about careers and further education. However, at present, pupils do not have the opportunity take part in work experience. This limits pupils' knowledge of their potential next steps.

Leaders have made substantial strides in improving the quality of education at this school. Senior leaders, as well as trustees, have put in place support to develop the skills of middle leaders. This has helped them to construct ambitious, clear plans, which are improving the provision. Governors challenge leaders on how well the school is doing, and they check on staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

The school carries out the required checks on adults who wish to work with pupils.

Safeguarding leaders identify concerns in a timely manner. They work closely with local services to provide support for pupils. They are tenacious about following up concerns.

Staff are well trained and know how to report concerns. They are given regular updates relating to safeguarding issues.

Pupils know how to keep themselves safe in school. They can report concerns anonymously if they prefer to do so. They learn about topics such as consent and online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not routinely read widely and often. Leaders do not have complete knowledge of how much pupils read, or how well. This is because, until recently, reading was not given enough importance. This means that weaker readers cannot always access the curriculum as well as they should, and pupils do not always develop the literacy skills they need to make the progress that they should. Leaders should prioritise the development of reading across the wider curriculum and ensure that reading is tracked so they can evaluate the effectiveness of their plans.
- While leaders have high expectations of behaviour, this is not always understood and put into practice by teachers. As a result, in some lessons, a minority of pupils disrupt the learning of others. Leaders need to provide training and closely monitor implementation so that teachers are consistent and effective in their approach to behaviour.
- Although the careers programme is comprehensive in many ways, pupils do not gain enough experience of what it is like to take part in the world of employment. Leaders should ensure that pupils in both key stages 4 and 5 take part in meaningful opportunities to experience the world of work.

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.

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	138734
Local authority	Essex
Inspection number	10255010
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,003
Of which, number on roll in the sixth form	74
Appropriate authority	Board of trustees
Chair	Nigel Poad
Principal	Duncan Roberts
Website	http://www.jfan.org.uk/
Date of previous inspection	9 and 10 February 2022, under section 8 of the Education Act 2005

Information about this school

- The school is a member of the Anglian Learning Trust.
- Two deputy principals were appointed in September 2022.
- There has been considerable turnover of staff, including in leadership roles.
- The school currently uses one registered and one unregistered alternative provider.

Information about this inspection

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

- This is 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 of the school.
- Inspectors held meetings with the principal, senior leaders, subject leaders, pastoral leaders, the careers coordinator and the acting special educational needs and disabilities coordinator.
- Inspectors met with staff from the Anglian Learning Trust, including the chief executive officer.
- Deep dives were carried out in six subjects: English, science, mathematics, art, physical education, and languages. For each deep dive, an inspector met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Members of the local governing body met with the lead inspector.
- The local authority school effectiveness partner met with an inspector.
- Inspectors observed pupils' behaviour in lessons and at other times around school. They met with groups of pupils.
- Inspectors held a series of meetings with leaders and pupils to discuss the school's safeguarding arrangements. They scrutinised a range of records relating to safeguarding, behaviour, and attendance.
- The lead inspector considered the 233 responses and 161 free-text responses received during the inspection to Ofsted's online survey, Ofsted Parent View, as well as two emails. He also considered the 58 responses to Ofsted's staff survey and the 118 responses to Ofsted's pupil survey.

Inspection team

Steve Woodley, lead inspector	His Majesty's Inspector
Garry Trott	Ofsted Inspector
James Shapland	Ofsted Inspector
Aimee Bray	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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