

# Inspection of The Deepings School

Park Road, Deeping St James, Peterborough, Lincolnshire PE6 8NF

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Inspection dates: 13 and 14 September 2023

## **Overall effectiveness**

## **Requires improvement**

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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

Requires improvement

The headteacher of this school is Kirstie Johnson. This school is part of Anthem Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mohsen Ojja, and overseen by a board of trustees, chaired by Jay Bhutani.

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

The school has gone through a significant period of change in staffing over the last academic year. This means that pupils have experienced many changes. As a result, some pupils are not happy at school. The school has high expectations of what pupils can achieve. These expectations are not yet realised as the plans to improve the school are at an early stage.

Pupils feel safe in school. They know who they can talk to if they have any concerns. Some pupils raised concerns about how busy the corridors are when moving between lessons, and how older pupils push them. Pupils said that bullying happens sometimes. Most pupils feel confident that the school would deal with any bullying issues.

Most pupils behave well in lessons and at unstructured times. There are positive relationships between staff and pupils. However, there are some pupils who disrupt lessons regularly.

Pupils have some opportunities to contribute to the school. For example, some pupils are equalities ambassadors and serve on the school council. There is also a 'Pride' group that some pupils attend. The school is aware that they need to develop more opportunities for pupils to develop their talents and interests.

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

The school's actions to improve the quality of education and the behaviour of pupils is at an early stage. This means that inconsistencies remain in these areas.

The school has ensured that there is an ambitious curriculum in place for all subjects. In some subjects, it is not clear what the key knowledge is that pupils should learn. The order that pupils should learn topics is not detailed clearly in some subjects. This means that some pupils do not build on what they have already learned and do not achieve as well as they could.

Teachers have good subject knowledge. They present information clearly. Some teachers do not question pupils well to check their understanding or to identify misconceptions. This means that some pupils have gaps in their knowledge. They do not always complete work as they are unsure of what to do.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) well. Staff get clear information on how to meet the needs of these pupils. Not all teachers use this information well to help them adapt their teaching. This means that some pupils with SEND do not achieve as well as they could as they struggle to access the curriculum.

The school has prioritised reading. Most pupils who need extra help to read fluently get it. The school is working with trust leaders to ensure that those pupils who need help with phonics, get the right support.

Teachers in the sixth form have strong subject knowledge. They deliver the curriculum well. The work that students complete in lessons helps them to progress through the curriculum. This means that students build on what they already know and achieve well. Students enjoy attending the sixth form. They get effective careers advice. Students in Year 13 get the opportunity to do work experience. The attendance of pupils in the sixth form has improved.

The school has high expectations of pupils' behaviour. However, staff do not consistently apply the behaviour policy. Pupils say that staff are not always fair when dealing with behaviour issues. There is low-level disruption in some lessons. Not all pupils have positive attitudes to learning. Some pupils do not complete work in lessons. Staff do not always address this. The school has started to put in support for pupils with more challenging behaviour. The number of suspensions is beginning to reduce.

All pupils have a personal, social and health education (PSHE) lesson every week. The school has planned the curriculum for this but it still developing. Pupils learn how to keep themselves safe online and in the community. They learn about how to be mentally and physically healthy. They learn that they should treat others who may be different to themselves with respect. Not all pupils have a secure understanding of fundamental British values. Pupils have a limited understanding of different faiths and cultures. The school does not currently meet statutory requirements for all pupils to study religious education. The school is aware of this and has plans to address this quickly.

Trustees and governors know the school well. They know what still needs to improve. Trust leaders provide effective support and challenge. Some staff raised concerns about workload. Leaders are aware of their concerns and have developed a staff working group to address them.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school has not ensured that all curriculum plans detail precisely the content that pupils should learn and when. This means that pupils do not always build on what they have already learned. Leaders should ensure that all subjects are well planned and sequenced and that the key knowledge that pupils should learn is clearly identified.

- Teachers do not always question pupils well to check understanding. This means that misconceptions and gaps in learning are not always identified and addressed. Some pupils do not learn as well as they could. The school should ensure that all teachers use questioning well to identify and address misconceptions and gaps in pupils' knowledge.
- Teachers do not always use information about the needs of pupils with SEND well. Teachers do not always adapt their teaching, so that pupils with SEND can access the curriculum. As a result, some pupils with SEND do not achieve as well as they could. The school should ensure that all staff know the needs of pupils with SEND and that they use this information to adapt their teaching, so that these pupils can access the curriculum and achieve well.
- Staff do not always use the school's behaviour policy consistently well. As a result, low-level disruption and off-task behaviour is not always addressed. The school should ensure that all staff use the behaviour policy consistently and fairly to address any conduct issues.
- Pupils are not as well prepared for life in modern Britain as they could be. Not all pupils can explain the significance of fundamental British values or protected characteristics. Pupils' knowledge of the religious and cultural diversity of Britain is not well developed. The school should ensure that these elements of the PSHE curriculum are clearly identified, explicitly taught and that pupils are developing their knowledge in these areas.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	137873
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10288333
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<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>	1279
<b>Of which, number on roll in the sixth form</b>	126
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jay Bhutani
<b>Headteacher</b>	Kirstie Johnson
<b>Website</b>	<a href="http://www.deepings.anthemtrust.uk">www.deepings.anthemtrust.uk</a>
<b>Date of previous inspection</b>	14 to 15 January 2020 under section 5 of the Education Act 2005

## Information about this school

- The school is part of Anthem Schools Trust.
- The headteacher was appointed in September 2023. Prior to this they were the head of school.
- There have been significant changes in the senior leadership team in the last 12 months.
- The school use one registered alternative provider for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the two deputy headteachers and the assistant headteachers.
- The lead inspector met with the CEO of the trust, the education director and the associate director of secondary education.
- Inspectors carried out deep dives in these subjects: mathematics, English, history, design and technology and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum, visited lessons and looked at curriculum planning in some other subjects.
- Inspectors visited tutorial sessions and an assembly.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered the responses to Ofsted's online questionnaire, Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaires.
- An inspector held telephone conversations with the alternative provider used by the school.
- The lead inspector met with the chair of trustees and the chair of the local governing board.

## Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Sue Wood	Ofsted Inspector
Jackie Thornalley	Ofsted Inspector
Matthew Fearn-Davies	His Majesty's Inspector

Intiaz Patel

Ofsted Inspector

Hazel Henson

His Majesty's Inspector

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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)

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