

Inspection of Jane Austen College

46-48 Colegate, Norwich, Norfolk NR3 1DD

Inspection dates: 1 and 2 May 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Good

The principal of this school is Summer Turner. This school is part of Inspiration Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gareth Stevens, and overseen by a board of trustees, chaired by Lord Theodore Agnew. There is also an executive headteacher, Jane Diver, who is responsible for this school.

What is it like to attend this school?

Pupils' experience at Jane Austen is characterised by highly warm and positive relationships. There is always someone to talk to who will listen and help. Pupils really value the extensive range of pastoral support on offer, including for mental health. This helps pupils to be able to cope with issues such as anxiety and stay happy and safe.

Pupils develop their knowledge and character exceptionally well. Staff have the highest expectations about what pupils should achieve. Pupils meet these expectations as they get the support they need to live up to them. This is because this is the 'JAC Way,' where everyone is kind, hardworking and responsible.

Pupils find lessons inspiring. Any behaviour incidents are extremely rare because pupils are so engrossed in what they learn. Pupils benefit from the extensive 'character curriculum' and treat each other with respect and tolerance around the school site as the 'JAC Way' is so well understood. Where pupils do experience any difficulties, they get an extensive range of effective support to resolve these. This helps pupils attend well.

All pupils benefit from a wealth of enrichment that is built into the school day, such as choir. Almost all talents and interests are catered for by an extensive programme of 'electives'.

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

The trust has used experts to develop a highly aspirational curriculum. The school tailors this curriculum further to meet the specific needs of pupils at the school. School leaders focus forensically on refining this curriculum and how effectively it is taught. Consequently, across the board, teaching is of the highest standard because of the high-quality training teachers get. The impact of highly effective teaching can be seen in the exceptional levels of depth and complexity of pupils' work. For example, by the time students get to Year 13, they are producing work that is of very high quality because of the depth of knowledge and understanding they have built.

The school has the highest level of academic ambition for all. An exceptionally high number of pupils enter the subjects that make up the English Baccalaureate and achieve highly. This is because staff consistently check what pupils know. They support pupils to address any misconceptions and further develop the depth of their understanding.

Staff adapt how they teach to meet the needs of pupils with special educational needs and/or disabilities, without reducing their high aspirations for all. For example, pupils who need it get bespoke support so they are able to understand old English words with confidence. This allows them to access the same highly challenging texts as their classmates.

The school identifies the precise barriers as to why any pupils cannot read fluently. Staff support pupils to address these barriers quickly and effectively, whether it be with phonics or comprehension. Reading is promoted extensively. Pupils read widely and understand why this is important.

The school supports pupils to take responsibility for their own behaviour. Pupils understand why certain routines are needed and have highly positive attitudes. For example, pupils know that lessons need to start in silence so they can quickly get on with recall activities. The consistency of these routines across the school helps pupils with social, emotional and mental health needs to manage their emotions well as they know what to expect. All of this ensures that the highest standards are maintained. In the sixth form, any behaviour management is focused on teachers being warmly insistent about these standards. This approach, combined with the extensive work the school does to address any barriers to attendance, ensures that pupils attend as well as possible.

Leaders have embedded the school's values, such as 'be kind,' in the character curriculum. These are promoted wherever you go in the school. They are modelled in the everyday behaviour of staff and pupils. Additional character development days enable pupils to build a sense of community togetherness. Pupils learn about overcoming traditional stereotypes and what it means to display a deep understanding of tolerance and respect for difference. In the sixth form, over two-thirds of students are involved in student leadership roles, which includes the head of inclusion and diversity. Pupils value these experiences, which help them to be highly attuned to the perspectives of others.

The school provides a comprehensive programme of careers guidance. Pupils who need it receive support with getting work experience placements, and all pupils get specialised careers guidance. This ensures they are very well prepared to make informed choices about their next steps.

Trustees and the local academy committee have an exceptionally clear vision of what a high-quality education means in practice. They robustly hold leaders to account for this. This has resulted in the school further improving since the previous inspection. However, this challenge is complemented by extensive support. School leaders and resources provided by the trust have had a significantly positive impact on staff workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	140815
Local authority	Norfolk
Inspection number	10268037
Type of school	Secondary comprehensive
School category	Academy free school
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	1,060
Of which, number on roll in the sixth form	172
Appropriate authority	Board of trustees
Chair of trust	Lord Theodore Agnew
CEO of trust	Gareth Stevens
Principal	Summer Turner
Website	www.inspirationtrust.org/janeaustencollege
Dates of previous inspection	24 and 25 May 2022, under section 8 of the Education Act 2005.

Information about this school

- The school uses one registered alternative provision and one unregistered alternative provision.
- The school has a longer than typical school day.

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.
- To discuss governance and trust leadership an inspector met with the chair of trustees, chief executive officer, chair and vice-chair of the local academy committee, trust director of inclusion and trust director of human resources.
- Inspectors met with the headteacher, the special educational needs coordinator, the designated safeguarding leads, the behaviour, attendance and personal development leads, subject leaders and staff.
- Inspectors carried out deep dives in these subjects: English, mathematics, science, modern foreign languages, history and music. 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 spent additional time in the sixth form and met with the head of the sixth form and other staff to discuss careers.
- Inspectors also considered the curriculum in some other subjects, including personal, social and health education, relationships and sex education, computing and performing arts.
- Inspectors observed pupils' behaviour in lessons, around school and at social times.
- To evaluate the effectiveness of safeguarding, the 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 also held dedicated meetings to explore attendance.
- Inspectors considered responses to Ofsted's pupil survey and Ofsted's staff survey. They considered responses to the parent survey, Ofsted Parent View, including free-text messages.

Inspection team

James Chester, lead inspector	His Majesty's Inspector
Jason Howard	Ofsted Inspector
Carol Dallas	Ofsted Inspector
Clare Gammons	Ofsted Inspector

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