

# Inspection of a school judged good for overall effectiveness before September 2024: Putteridge High School

Putteridge Road, Luton, Bedfordshire LU2 8HJ

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Inspection dates:

19 and 20 November 2024

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is David Graham. This school is part of the Chiltern Learning Trust, which means other people in the trust have responsibility for running the school. The trust is run by the chief executive officer, Adrian Rogers, and overseen by a board of trustees chaired by Graham Pryor.

## What is it like to attend this school?

Pupils flourish at this school. They experience a high quality of education. They meet leaders' exceptionally high expectations for their learning, personal development and behaviour. Pupils are happy and proud to be part of this community. They work extremely hard to be 'first class learners' and responsible citizens.

The broad and ambitious curriculum engages all pupils, including those with special educational needs and/or disabilities (SEND). The school prioritises the well-being and personal development of pupils. They receive high-quality guidance and care. Pupils value the fact that there are plenty of adults who will listen to them.

Pupils' wider experiences at this school are exceptional. They take part in an extraordinary choice of clubs, trips and opportunities, as well as giving to the wider community. These activities broaden pupils' interests, experiences and understanding of the world. They range from sports, chess, music and debating clubs to the Year 7 camping trip and a Year 10 trip to Paris.

Pupils say that this is a school where everyone's differences are accepted, and everyone is equal. Pupils' behaviour is exemplary. They clearly understand the expectations and conduct themselves responsibly. They treat each other and staff with respect.

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

A highly ambitious curriculum is in place for all pupils. The broad and rich curriculum prepares pupils exceptionally well for the next steps in their education, employment or training. As a result, they achieve very well throughout the school.

Subject leaders have outlined precisely what pupils must know and understand. Expert teachers deliver knowledge in well-sequenced chunks, which help pupils to remember what they have learned. Teachers regularly check what pupils know. Pupils act on teachers' feedback and this helps them to improve. The 'scholars programme' inspires pupils to complete extra learning beyond GCSE level.

The school clearly identifies the needs of pupils, including those with SEND, and considers the adaptations they may need. Staff provide effective support for pupils with SEND. This enables them to work independently to access the same curriculum as their peers. Pupils with SEND achieve very well.

The school quickly identifies pupils who need to get better at reading. These pupils receive highly effective support. This helps them to become more confident readers, ensuring pupils are able to access the rest of the curriculum. There is a strong culture of oracy within the school. Pupils speak well to communicate effectively. They learn how to speak like a 'subject expert' and how to debate well.

Staff induct pupils expertly into the school and clearly outline the behaviours expected in this community. As a result, excellent behaviour is the norm. Pupils display a strong commitment to their learning and rarely miss school. 'Diversity, equity, inclusion' ambassadors promote and celebrate diversity within the school and local community.

The school provides an impressive range of opportunities for pupils through 'the first class character journey'. The school has carefully planned for pupils' wider experiences so that they develop the talents and interests of all pupils. Pupils take part in a wide range of visits that enrich their curriculum learning. This includes a trip to Hampton Court for Year 7 pupils and a geography field trip to Iceland.

The school provides remarkable support for pupils' personal development. Pupils develop exceptional oracy skills, self-confidence and a secure understanding of the world around them. They raise money for local and national charities and they support the work of a local foodbank. Pupils learn how to look after their physical and mental health. High-quality careers advice and guidance runs through the school's work. Pupils make well informed decisions about their curriculum, activities and next steps.

Staff, including early career teachers, say that they are very well supported. They say that leaders look after staff's well-being and their workload. They benefit from high-quality training through the trust. This is why the quality of education is so consistently strong. Trustees and governors know the school very well and carry out their duties diligently.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in July 2019.

## 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>	144311
<b>Local authority</b>	Luton
<b>Inspection number</b>	10345490
<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>	1197
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Graham Pryor
<b>CEO of the trust</b>	Adrian Rogers
<b>Headteacher</b>	David Graham
<b>Website</b>	<a href="http://www.putteridgehigh.org">www.putteridgehigh.org</a>
<b>Dates of previous inspection</b>	18 and 19 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of the Chiltern Learning Trust.
- The school uses two registered and three unregistered alternative provisions.
- 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

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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 visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with the headteacher, other members of the leadership team and the deputy chief executive officer of the trust.
- The lead inspector met with three members of the academy trust, including the chair of the trust and three members of the local governing body.
- Inspectors met with several groups of pupils and staff to gather their views of the school. Inspectors also considered the results of the staff and pupil surveys, as well as responses to Parent View, Ofsted's online parental questionnaire.
- 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.

### **Inspection team**

Sue Pryor, lead inspector	Ofsted Inspector
Polly Lankester	Ofsted Inspector
Tom Sparks	Ofsted Inspector

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