

Bloxwich Academy

Leamore Lane, Bloxwich, Walsall, West Midlands WS2 7NR

Inspection dates

5–6 December 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Academic achievements are not yet consistently good. Some teaching in lessons does not take into account pupils' learning needs.
- Primary leaders do not track the progress of disadvantaged pupils closely enough to ensure that pupil premium funding is used as well as it can be to support the learning of eligible pupils.
- Children do not yet make consistently good progress in the early years even though provision is improving. There is now stability in leadership at this stage.
- Although teaching has improved since the last inspection, primary phase teachers do not consistently support pupils' basic skill development. Leaders are not addressing this effectively through monitoring the impact of teaching.
- In the secondary phase, outcomes for the most able pupils, disadvantaged pupils and pupils with special educational needs and/or disabilities have improved, but at a slower rate than for other groups of pupils.

The school has the following strengths

- Leadership in the secondary phase is well established and has considerably improved outcomes, teaching, personal development and behaviour. Primary leadership has now been established and has clear expectations that the quality of provision will improve.
- Rates of progress of secondary pupils have sharply increased since the last inspection. Progress is similar to national rates. Attainment in a wide range of subjects is increasing.
- Leaders know their school well, including its strengths and weaknesses. Weaknesses have been tackled successfully and vigorously.
- Leaders make good provision for pupils' personal development and welfare. They promote successfully pupils' spiritual, moral, social and cultural education.
- Pupils' behaviour is good. They have positive relationships with teachers and each other. Pupils rightly feel safe in school.
- Outcomes in the sixth form are good and improving. Teaching ensures that students address the essential requirements of their courses. The proportion of sixth formers moving successfully on to higher education or training is rapidly improving.

Full report

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

What does the school need to do to improve further?

- Further improve the impact of secondary phase teaching to diminish the remaining differences between the achievements of different groups of pupils by:
 - challenging the most able pupils
 - supporting more effectively pupils who have special educational needs (SEN) and/or disabilities
 - addressing the remaining barriers disadvantaged pupils face.
- Address inconsistencies in teaching in the primary phase by ensuring that teachers:
 - insist that pupils use correct spelling, punctuation, grammar and neat handwriting appropriate to their age
 - identify more accurately what pupils can do and ensure that work is challenging enough
 - address errors in pupils' basic skills
 - address misconceptions when they appear in pupils' work
 - ensure that pupils learn to reason mathematically and scientifically with confidence.
- Ensure that leaders in the primary phase make effective use of monitoring information to evaluate the impact of their actions on the quality of teaching and on pupils' progress by:
 - using information about the progress and attainment of different groups of pupils to identify strengths and weaknesses
 - making better use of the work in pupils' books to make judgements on the quality of teaching
 - tracking the progress of disadvantaged pupils to ensure that the best use is made of the pupil premium funding.
- Ensure that the quality of provision in the early years continues to improve so that children make consistently good progress across all areas of learning.

An external review of the school's use of pupil premium funding in the primary phase should be undertaken to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- New systems are being established to measure pupils' outcomes in the primary phase. These systems currently capture pupils' attainment as shown by tests in reading, writing and mathematics at regular intervals. Assessment information does not show effectively the rates of progress pupils, or different groups of pupils, are making. Therefore, leaders are unable to establish whether progress is sufficiently rapid. Leaders in the secondary phase have successfully increased the rigour of processes used to monitor pupils' progress. Their current monitoring information is based on secure evidence. Leaders use this information very well to identify variations in performance between subjects or groups of pupils. They take appropriate and effective action as a result.
- Primary leaders are not tracking closely enough the progress of disadvantaged pupils compared with that of other pupils nationally. Therefore, they are unable to demonstrate the impact of the pupil premium funding. Attainment data show that disadvantaged pupils are consistently behind other pupils in the school in reading, writing and mathematics. Leaders in the secondary phase use pupil premium funding successfully to address the barriers disadvantaged pupils face. Funds are spent well on a variety of programmes to support pupils' academic and pastoral needs. These interventions have led to rapid improvements in disadvantaged pupils' progress and attainment. Differences between disadvantaged pupils and other pupils nationally remain, although they are closing.
- There are clear procedures for identifying pupils who have SEN and/or disabilities. Extra funding is used well. For example, in the primary phase, it is now used in a much more targeted way and outcomes for eligible pupils are tracked. This information shows that these pupils are beginning to make faster progress. Their outcomes are improving as a result. In the secondary phase, funding has been used to develop teachers' skills about ways to support pupils with additional needs in class. Staff are effectively supporting pupils in key stage 3 to make similar rates of progress to their peers. In key stage 4, work to support pupils who have SEN and/or disabilities is less effective and rates of progress are slower than for other pupils.
- Secondary phase leaders evaluate the quality of teaching through a well-planned programme of regular lesson observations, information analysis and review of pupils' work. Leaders are able to check that their judgements are secure, and how effective whole-school approaches are, by using evidence from a range of sources. In the primary phase, teaching remains variable because leaders do not always give precise enough guidance to teachers on what they need to do to improve their practice. Leaders have not previously checked with sufficient rigour that improvements have led to better outcomes for pupils. Their checks on pupils' books are sometimes too focused on whether staff are complying with school policies. Leaders have not identified that pupils' basic errors go uncorrected.
- Leaders' judgements about how well the school is doing are accurate. They use objective evidence to support their evaluation. As a result, strategic plans appropriately prioritise areas that require further improvement. Development plans identify clearly

objectives and expected outcomes. However, plans do not make it clear when specific actions should be achieved by. As a result, leaders and governors are not able to track the timeliness of progress during the year.

- Leaders ensure that the secondary phase curriculum is broad and balanced to make sure it that meets pupils' needs, interests and ambitions. Pupils benefit from the opportunity to study a wide range of subjects and appropriate qualifications at key stage 4. Primary phase leaders ensure that pupils are starting to benefit from a broad and balanced curriculum.
- The range of extra-curricular activities has widened considerably since the previous inspection. Pupils benefit from participation in sporting, artistic and community-based activities. These opportunities successfully contribute to pupils' social, moral, spiritual and cultural (SMSC) education. Pupils' SMSC development is well promoted through the positive relationships that exist around the school. Pupils learn to respect one another and adults.
- Leaders carefully plan how they use the sport premium. Primary pupils can now participate in a wide range of sports opportunities. Leaders keep a check on who is benefiting from this additional funding and target it appropriately.
- Teachers in the secondary phase benefit from regular development sessions that successfully introduce a range of teaching and learning strategies. Sessions are led regularly by teaching staff who share their effective practice. Leaders ensure that the content of such sessions reflects the strategic development plans of the school.
- Leaders ensure that pupils who have low skills in literacy and numeracy when they start the school are given real support. The majority of these pupils make progress and catch up with their peers by the end of Year 7. Pupils who still require it continue to benefit from additional support until their literacy and numeracy are secure.
- A substantive senior leadership team is now in place in the primary phase. Since taking up her post, the headteacher has set clear expectations that quality will improve. She is supported in communicating this ambition through the increasingly effective team of senior and middle leaders.

Governance of the school

- The governing body has a comprehensive understanding of how well the school is doing. Governors use information within the headteachers' reports well. They validate the information they receive through analysis of performance information and through the questions they ask.
- Governors have clear roles and responsibilities, for example for safeguarding, and receive appropriate training. They provide effective support and challenge for leaders. Governors have successfully supported leaders to improve the overall effectiveness of the school and remain ambitious for further improvement.
- The governing body makes sure that most additional governing funding is spent well. For example, governors make sure that additional work ensuring that pupils catch up in Year 7 is kept under close review so that the pupils make the progress of which they are capable. However, governors do not receive as clear information about the additional work to support disadvantaged pupils in the primary phase. As a result, they

are not able to evaluate fully the impact of this element of additional funding.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding practice is rigorous and effective. There are many elements of strong practice. Leaders make sure that staff remain vigilant across the school. Staff receive effective training and regular updates that reflect current guidance. Staff talk confidently about the arrangements to refer pupils if they have a safeguarding concern or worry.
- Rigorous steps are in place to ensure that adults who work at the school are suitable to do so.
- Leaders have established effective relationships with a range of external agencies. These are used in a timely and appropriate manner to support vulnerable pupils. Detailed records are kept securely, and actions taken to support pupils are accurately recorded. Leaders use this information to check the effectiveness of actions taken and inform future practice.
- Pupils say they feel secure and safe at school. Parents and staff agree that pupils are well cared for and safe when at school.

Quality of teaching, learning and assessment

Requires improvement

- While teaching has improved since the past inspection, it is not yet good because it is not leading to consistently strong progress for pupils. This is because some teachers do not identify accurately enough what pupils can and cannot do. Teachers do not consistently plan activities that meet pupils' learning needs. Therefore, work is often set that is too hard or too easy.
- Primary teachers do not consistently spot basic errors in spelling, grammar, punctuation and mathematical calculations in pupils' work. Often, these errors persist from one piece of work to the next. Consequently, some pupils' work shows little improvement and they continue to underachieve.
- Primary phase teachers regularly test pupils' knowledge in reading, writing and mathematics. However, pupils' books show that teachers do not consistently make accurate judgements about pupils' attainment in these assessments. These inaccuracies provide an insecure starting point for teachers' planning. Often this leads to unchallenging work. Some pupils underachieve as a result.
- In lessons, primary teachers do not consistently ensure that pupils work as carefully as they could. For example, pupils in key stage 2 frequently hand in work with missing capital letters and full stops. Pupils' handwriting is often very untidy. Many form their letters incorrectly. Teachers accept this poor presentation and attention to detail although this makes pupils' work difficult to read.
- Teachers do not ensure that primary pupils learn to think mathematically or scientifically. This is because teaching focuses too much on practising calculations, without requiring pupils to make good use of their knowledge to answer challenging

questions that require reasoning. In science, teachers do not routinely teach pupils to work systematically to conduct investigations accurately and reliably.

- Teachers generally keep a check on how well pupils are learning in lessons. Some teachers check how well pupils are doing and move their work on. Other teachers are less skilled in this, and pupils are left completing tasks that do not challenge them sufficiently. This is why some pupils' progress, especially that of the most able, is slower than it should be.
- Teachers use questioning to check pupils' understanding. Some teachers use pupils' responses to shape discussion and deepen their knowledge. Pupils are keen to participate and contribute to lessons. They listen well to the responses that other pupils give.
- Relationships between pupils and teachers are pleasant and supportive. This gives pupils the confidence to accept a challenge and try hard. This atmosphere of trust is stronger than at the time of the last inspection and is one reason why pupils are now making better progress. Teachers use the positive climate to capture pupils' interest in learning, and pupils are generally attentive and focused on their work.
- Teachers usually give pupils clear instructions for how they should behave in lessons. Pupils do as they are told. As a result, lessons proceed smoothly, with little interruption. For example, in a Year 6 lesson, the teacher had instructed pupils to discuss what they had previously learned about the geometry of pyramids. As soon as the teacher gave the signal to refocus on him, pupils stopped talking immediately and gave him their full attention. Similarly, children in a Reception class talked sensibly about the story of the Gingerbread Man to a partner. On the teacher's instruction, they immediately focused back on what she was saying.
- Leaders ensure that the development of secondary pupils' literacy and numeracy is a key focus for teachers. Specialist staff identify which skills pupils require extra focus on, and provide additional sessions to address these successfully.
- Teaching assistants work effectively alongside teachers to support pupils who need extra help and to keep the class focused and busy. This work makes a positive difference to pupils' progress.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Opportunities to contribute to pupils' personal, social and health education are carefully mapped and effectively delivered. Pupils are clear about how to keep themselves safe from risks in a range of different situations, including from extremist views. Pupils say that there are adults they can talk to if they are concerned about their safety or welfare.
- Pupils articulate a clear understanding of democracy. For example, they explained to an inspector how the application and appointment to leadership opportunities in the school are examples of democracy in action. Leaders continue to increase opportunities for pupils to play an active part in the school. Pupils can join the school council or

become anti-bullying representatives and prefects. This supports effectively the development of their employability skills.

- Pupils are tolerant and respectful of each other and value equality of opportunity. They appreciate diversity and welcome those who are different from themselves. Bullying is rare at the school, and when incidents do occur they are dealt with robustly. Pupils have confidence in the school's systems to tackle such behaviour. Pupils understand the impact that derogatory language can have, and incidents are rare.
- Pupils make good use of opportunities to access careers information, advice and guidance. Pupils make well-informed decisions about the next steps in their education. As a result, the proportion of pupils who move successfully onto further education or training after Year 11 is improving.
- Leaders ensure that appropriate, individualised support is provided for pupils when required. Leaders have established effective links with agencies outside the school to ensure that suitable support is provided at the right time.
- The very small number of pupils who attend the skills centre at Elmwood Special School behave well. Leaders know how well these pupils are doing and take all appropriate steps to safeguard them while they are being educated away from the school site.

Behaviour

- The behaviour of pupils is good.
- Relationships between pupils and staff are highly positive. Teachers model respectful behaviour through their everyday interactions with pupils. Pupils are polite and respectful of visitors, staff and each other. Pupils maintain high standards of conduct when not directly supervised by staff. Pupils are aware of the consequences of their actions and are clear about the school's behaviour systems.
- Pupils' conduct around the school when moving between lessons and at social times is calm and orderly. They are positive about changes at the school which have resulted in good behaviour. Pupils respond promptly to staff's instructions. Pupils demonstrate pride in their school by wearing their uniforms neatly and correctly, and keeping the school site tidy.
- Leaders regularly collect information about many aspects of pupils' behaviour. Leaders identify how well different groups of pupils meet expectations and effectively plan strategies to continue to further improve behaviour.
- Rates of exclusion of pupils from the school are much lower than at the time of the previous inspection and continue to decline. Staff support successfully pupils whose behaviour gives cause for concern through strategies detailed on pastoral support plans.
- Leaders use well the 'satellite centre' to support secondary pupils for a range of purposes, including to prevent their exclusion from school. Primary pupils receive support tailored to their individual needs within the 'success centre'. Staff assess accurately the needs of pupils who use these facilities and ensure that the curriculum effectively supports pupils. The provision maintains successfully pupils' engagement and involvement in education. In 2017, Year 11 pupils who accessed this support

successfully progressed to suitable further education or training after they left school.

- Overall rates of attendance are just below the national average and are improving. Leaders routinely track attendance and take appropriate steps to address any concerns. The proportion of pupils who are persistently absent from school continues to decrease. The attendance of disadvantaged pupils is lower than for other groups of pupils, but this difference is narrowing. Leaders regularly refresh incentives and rewards which successfully encourage pupils to improve their attendance.
- Staff from the school receive frequently attendance and behaviour information about the small number of pupils who attend the skills centre at Elmwood Special. Leaders are assured that pupils attend and behave well.

Outcomes for pupils

Requires improvement

- Results of the national assessments for Year 2 and Year 6 pupils in 2017 were below national averages. Scores showed that Year 6 pupils had made slow progress during their time in key stage 2. Standards in the primary school are still below average. However, they are improving because pupils now make better progress. This is because the quality of teaching is improving.
- Primary pupils' progress in some subjects is hampered by their weak basic skills. For example, their writing is not as good as it should be because it is often misspelled or poorly punctuated. Similarly, some pupils' mathematical understanding is held back by the gaps in their knowledge that are the legacy of the weak teaching they have received in the past.
- The strategies used to support primary pupils who have SEN and/or disabilities are increasingly effective. As a result, these pupils are making swifter progress than previously. This is shown by the improvement in their attainment. Pupils in key stage 3 make similar rates of progress to their peers because they have benefited more from improved provision to meet their learning needs. Pupils who have SEN and/or disabilities make less progress than other pupils at the school in key stage 4.
- Progress rates for disadvantaged pupils in Year 11 improved, on average, by over a grade from 2016 to 2017. However, disadvantaged pupils still make, on average, one-quarter of a grade less progress than their peers. These differences are diminishing for current pupils, but still remain in the secondary phase. The primary phase currently holds little information about current rates of progress for individuals and groups of pupils. Consequently, it is difficult to determine the relative progress made by different groups, such as disadvantaged pupils or pupils from different ethnic backgrounds.
- The most able secondary pupils are making less progress in a range of subjects than other pupils nationally with similar starting points. Rates of progress are improving, but this has not been as rapid as for pupils with other starting points.
- Primary pupils are developing secure recall of number facts. However, they do not demonstrate the necessary skills to apply this knowledge so as to reason mathematically. In the same way, some pupils' science books show that they are learning facts about the subject, but are not thinking scientifically. They demonstrate little confidence in being able to use a scientific approach to investigating a question, creating hypotheses or drawing conclusions.

- Scores in the phonics screening check for Year 1 pupils in 2017 were low. Teachers immediately reviewed their approach to teaching this subject. Phonics teaching is now stronger. Pupils are developing better knowledge about letter sounds as a result.
- Primary pupils make swifter progress in some classes than in others. This is as a result of inconsistencies in the quality of teaching. Some pupils in the primary phase are still a long way behind where they ought to be, given their ages and abilities. However, more and more pupils in each year group are making strong progress and working at the standards expected for their ages. The proportion of pupils who need to catch up is reducing.
- Outcomes in the secondary phase have increased sharply since the previous inspection. In 2017, pupils' progress was similar to national averages for pupils across a range of subjects, including English and mathematics. An increasing proportion of pupils achieve higher GCSE grades in English and mathematics and in a wide range of subjects. Leaders' detailed analysis of how well current pupils are doing in key stages 3 and 4 suggests further improvements in outcomes in the future.
- The very small number of pupils who complete their education away from the school are achieving well. They make progress towards qualifications that prepare them well for the next steps of their education or training.
- The rates of progress of pupils with low prior attainment in the secondary phase are consistently strong. For example, in 2017, Year 11 pupils made on average one-fifth of a grade more progress than similar pupils nationally. Pupils currently in key stages 3 and 4 with low prior attainment continue to do well.

Early years provision

Requires improvement

- The early years provision is improving. It is not yet good because children do not make consistently good progress across all areas of learning. This is because the quality of teaching is inconsistent.
- There is now stability in leadership of the early years. Leaders' better knowledge of assessment of children's skills now results in accurate judgements. Consequently, provision is increasingly better at targeting and meeting children's needs. The leader has, rightly, targeted provision on supporting children's personal, social and emotional skills and their early reading, writing and mathematics. As a result, children currently in the early years are making better progress than in recent years.
- Leaders' assessment evidence shows that children enter Nursery and Reception classes with slightly weaker skills than those of most three- and four-year-olds. The proportion of children who go on to achieve the good level of development necessary to start Year 1 is slightly below the national average. This proportion is increasing and has recovered from the low figure in recent years.
- Teachers now provide more interesting and relevant activities. They are beginning to use ongoing assessment to plan appropriate activities to build children's skills. However, some teachers are very new to this way of working and so they are not yet helping children to make the good progress of which they are capable. The new early years leader is an effective role model. She and the trust's consultant are effectively supporting staff to improve.

- Relationships between adults and children are warm and positive. Children enjoy coming to school. They quickly learn to follow school routines. This is because staff are now more consistent in their expectations and give clear instructions. Children learn to share, take turns and listen to the teacher. Children in the Nursey settle very well. They were observed listening intently to the teacher as she read a story and then moved sensibly off to play at the teacher's direction.
- All safeguarding and welfare requirements are met.

16 to 19 study programmes

Good

- The recent appointment of the director of post-16 has strengthened the leadership of 16 to 19 study programmes. Leaders have high expectations of students' attendance, conduct and work. Sixth form students are positive role models for other pupils.
- Students' attainment in academic qualifications is consistently similar to the national average. Students' attainment in applied general qualifications improved sharply this year. Leaders' monitoring information of students currently in the sixth form predicts further improvements across both types of qualifications this year.
- Leaders ensure that a wide range of academic and applied general qualifications are available for students. They continue to widen the range of subjects available, reflecting the increasing numbers of students in the sixth form. The range of subjects on offer meet students' interests and aspirations.
- Teachers use their knowledge of qualification requirements to plan lessons that develop students' learning and understanding. Students receive personalised feedback from their teachers and are given time to consider how this can be used to improve their work.
- Students benefit from a wide range of non-qualification activities. These opportunities contribute well to students' spiritual, moral, social and cultural development. Enrichment activities serve students' confidence and resilience well. Leaders ensure that students have a range of experiences that develop their expectations and aspirations. The school's sixth form meets the requirements of 16 to 19 study programmes.
- Students who enter the sixth form without a higher grade in GCSE English and/or mathematics are required to follow a course to improve their grade. They make good progress in these qualifications, particularly in English.
- Students benefit from high-quality careers information, education and guidance. Activities include visits to universities, discussions with employers and financial advice. Impartial, independent careers advice is available. Students are supported well with applications to university. They are well prepared for their futures after sixth form.
- Students recruited to the sixth form are placed carefully on courses appropriate to their starting points. Retention rates are now high, although they have been lower in the past.
- Students whose attendance or punctuality does not meet leaders' expectations are closely monitored. Leaders' actions have successfully improved attendance and punctuality, although these remain areas of focus.

School details

Unique reference number	137274
Local authority	Walsall
Inspection number	10030976

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	All-through
School category	Academy converter
Age range of pupils	3 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1012
Of which, number on roll in 16 to 19 study programmes	48
Appropriate authority	The board of trustees
Chair	Mr K Hoey
Executive Headteacher	Dame M Brennan
Telephone number	01922 710 257
Website	www.bloxwichacademy.co.uk
Email address	postbox@bloxwichacademy.co.uk
Date of previous inspection	24–25 November 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is a larger than average-sized sponsored academy. It is an all-through school, offering education from Nursery to sixth form.
- The school opened in January 2012 and is now sponsored by the Matrix Academy

Trust.

- A new secondary headteacher took up post in January 2016. The headteacher in the primary phase started in September 2017. There have been many other changes to leaders and other staff since the previous inspection.
- The proportion of pupils known to be eligible for support through pupil premium funding is higher than the national average.
- There is an above-average proportion of pupils who have SEN and/or disabilities who are supported by the school. A below-average proportion of pupils have a statement of special educational needs or an education, health and care plan.
- The large majority of pupils are White British. One in every 10 pupils speaks English as an additional language.
- Children in the Reception classes attend full time. Children in the Nursery attend part time.
- A very small number of key stage 4 pupils attend alternative provision at the skills centre at Elmwood Special School, Walsall.
- The government sets floor standards, which reflect the minimum expectations for pupils' attainment and progress. In 2016, the primary phase met required standards by the end of Year 6. The floor standards were not met in the secondary phase for the end of Year 11. In the sixth form, the minimum standards were met for academic qualifications but not for applied general qualifications. This information is not yet available for the 2017 cohort because progress information has not yet been validated.

Information about this inspection

- Inspectors observed teaching and reviewed pupils' work in lessons. Lessons covered a wide range of subjects and year groups. They carried out some observations jointly with members of the school's leadership team. Observations of other aspects of the school's work were also made, such as form time and assemblies.
- Inspectors held meetings with senior and middle leaders, including those with responsibility for safeguarding, members of the governing body and external consultants who have been commissioned to work with the school.
- Inspectors evaluated pupils' behaviour and conduct in lessons, between lessons and at social times.
- Inspectors took into account parents' views through informal discussions with them at the start of the day and responses to Ofsted's online questionnaire, Parent View. Inspectors took into account the views of members of staff through formal and informal discussions.
- Pupils shared their experiences of the school with inspectors during lessons, at formal meetings and at social times.
- Inspectors reviewed a variety of documentation, including school policies, self-evaluation and action plan documents, and information about attendance, behaviour, outcomes, teaching and the school's website.

Inspection team

Rob Hackfath, lead inspector	Her Majesty's Inspector
Sandy Hayes	Her Majesty's Inspector
Janet Tibbits	Ofsted Inspector
Michael Onyon	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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