

King Alfred's

Portway, Wantage, Oxfordshire OX12 9BY

Inspection dates

9–10 May 2018

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Overall, pupils do not make the progress that they should.
- Disadvantaged pupils do not make strong progress. The differences between their performance and others nationally are not diminishing quickly.
- Pupils who have special educational needs (SEN) and/or disabilities are not supported to make good progress.
- Over time, leaders and governors have not ensured that either the quality of teaching or pupils' outcomes are good enough.
- Teaching is inconsistent across the school. Some teachers do not have high enough expectations of pupils' learning or behaviour. They do not challenge pupils to make enough progress.
- Overall attendance is broadly average. However, the attendance of disadvantaged pupils and pupils who have SEN and/or disabilities is not high enough.
- Leaders have been effective in improving behaviour so that most pupils behave well. However, some pupils do not behave well enough. Some pupils remain worried about bullying.

The school has the following strengths

- The sixth form is outstanding. Students make excellent progress and achieve highly. Teaching in the sixth form is especially strong.
- Pupils' welfare and safety has the highest priority. Personal, social and health education plays a key part in ensuring that pupils are happy, safe and very well cared for.
- Recent changes and improvements in leadership have enabled leaders to convincingly demonstrate that they have the capacity to make rapid improvement to the school.
- In the strongest teaching, expectations of what pupils can achieve are high and pupils know what to do to improve their work.

Full report

What does the school need to do to improve further?

- Accelerate pupils' progress throughout the school by raising the quality of teaching in key stages 3 and 4, including by:
 - improving levels of challenge and support, especially for disadvantaged pupils and pupils who have SEN and/or disabilities
 - making sure that pupils know what to do to improve and are supported to do so
 - continuing to share features of the best teaching across the school.
- Improve pupils' behaviour and attendance further by:
 - reducing the absenteeism rates of disadvantaged pupils and pupils who have SEN and/or disabilities
 - continuing the work already underway to minimise low-level disruption and any bullying
 - communicating more effectively with parents and carers about improvements in behaviour.
- Further embed the changes already made to increase leaders' effectiveness by:
 - ensuring that the progress of disadvantaged pupils and pupils who have SEN and/or disabilities accelerates at key stage 3 and key stage 4 through consistent application of strategies that leaders have put in place
 - further improving governors' understanding of pupils' outcomes across all years and groups so that they can challenge leaders more effectively on the impact of leaders' actions
 - continuing working to ensure that assessment information provides leaders with an accurate understanding of pupils' progress throughout the school
 - ensuring that leaders at all levels use performance information and assessment information more precisely to target where additional support is required, especially for disadvantaged pupils and pupils who have SEN and/or disabilities at key stage 3 and key stage 4.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Over the last three years, leaders and governors have worked tirelessly and highly effectively to make sure that pupils are well cared for and safe. This aspect of their work both in school and externally with outside agencies is especially strong. Professional relationships between staff and pupils are typically friendly and positive. Several staff and pupils commented that they are proud of their school.
- Leadership requires improvement because, over time, leaders have not ensured that the quality of teaching and of pupils' outcomes are high enough.
- Leaders recognise this, and they have this year made substantial changes to leadership roles, structures and personnel in order to address previous weaknesses. Governors and leaders of the Vale Academy Trust have insisted that senior leaders re-evaluate the relative strengths and weaknesses of the school. School self-evaluation and improvement plans reflect more accurately where improvements are required, and this information is shared more readily with all staff so that everyone is aware of the part that they play in improving the school. Leaders and teams are already being held to account for their work more effectively than in the past. As a result, leaders are able to demonstrate that they have the capacity to rapidly improve the school. They know what is working well and what needs to urgently improve.
- The Vale Academy Trust is providing additional, effective leadership support, including supporting the acting headteacher in his role. Experts in teaching and learning help staff to make the changes necessary to improve pupils' outcomes. Subject leaders especially value being able to check the quality of pupils' work and to share good practice with staff from other schools in the trust.
- Staff have access to a range of helpful professional development opportunities. For example, they attend subject-specific training so that they understand the demands of the new GCSE and A-level courses. Effective leadership training, including through nationally recognised courses, ensures that leaders know how to lead their teams successfully. Teachers have regular training which informs them of leaders' expectations of the quality of teaching and allows them to share good practice across the school. This latter work requires sharpening so that the qualities of the best and most effective teaching are more broadly understood.
- The quality of middle leadership is inconsistent but improving. Middle leaders told inspectors that senior leaders have raised their expectations of their work. They say that they welcome being held to account more thoroughly. Most subject and faculty leaders focus clearly on making sure that teaching is consistently strong. This includes developing a sharper focus on what constitutes effective assessment and how this impacts on pupils' outcomes.
- Leaders support their colleagues' work well, helping them to refine and develop their skills where necessary. Subject leaders told inspectors that they are increasingly making sure that they are taking more responsibility for how behaviour is managed within their departments. This improved approach to leadership is starting to lead to

some improvements in the quality of teaching and of pupils' outcomes, but this is not yet consistent across the school.

- The curriculum is thoughtfully designed. Pupils study a broad range of subjects in all key stages. At key stage 4, a high proportion choose English Baccalaureate subjects. Uptake of creative subjects is also high. At key stage 5, students pick from a large range of academic and some vocational subjects. Leaders are careful to ensure that pupils are able to follow their interests and aptitudes, for example by studying multiple languages, humanities or arts subjects. Regular tutor activities, assemblies and 'theme days', covering topics such as e-safety, well-being and human rights, ensure that pupils are being well prepared for life in modern Britain.
- The curriculum is augmented with numerous opportunities for trips, visits and clubs, which contribute well to pupils' spiritual, moral, social and cultural development. Pupils choose from a wide variety of 'electives', including homework club, subject-based clubs and numerous music and sporting clubs. Parents praise this aspect of the school's work, particularly the high participation rates in the Duke of Edinburgh's award scheme and in drama productions. Leaders work hard to make sure that cost is not prohibitive to pupils' participation in extra-curricular activities.
- Recent changes to the overall assessment system, so that it links clearly with the knowledge and skills being developed through the curriculum, are well thought through. Checks on this system are underway to make sure that it provides leaders and governors with an accurate understanding of pupils' progress throughout the school, including the progress of different groups of pupils.
- Additional funding to help pupils who need to catch up with their literacy skills is used effectively. Funding for disadvantaged pupils and pupils who have SEN and/or disabilities is used effectively to support pupils' welfare. However, it has not had enough impact on pupils' rates of progress. Reviews of the use of such funding have led to positive changes. For example, extra support for pupils is now targeted throughout the school. It is too early to show the impact of these changes on pupils' outcomes.
- Most parents support leaders in their work. They feel well informed, and especially value community events, such as the recent mental-health evening and regular sporting and creative productions. Leaders have not always communicated with parents how effective they have been in making changes and improvements to the school. For example, while behaviour has improved, some parents are unaware of this.

Governance of the school

- Governors and trust leaders, rightly, place a high priority on ensuring that pupils are well cared for and safe. They provide strong support for leaders, staff, pupils and their families, including in ensuring that access to local welfare agencies is available for all.
- However, over time, the governing body has not maintained a sharp enough focus on pupils' outcomes and the quality of teaching. They did not hold senior leaders to account rigorously enough for these aspects of the school's work. As a result, governors were not sufficiently aware that standards in school were declining.

- This year, governors and trust leaders have taken swift and effective action to address previous weaknesses in governance. They have made sure that the school's self-evaluation is more accurate and improvement planning more thorough, so that they can hold senior leaders more effectively to account for their actions. New ways of working are being implemented. For example, governors more regularly visit school to check that actions are taking place. Governors recognise that they now need to make sure that they hold leaders rigorously to account by checking that the impact of leaders' work results in better teaching and higher pupil outcomes.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils are safe in school. Checks on adults working in or visiting the school are meticulously carried out. Visitors are checked in securely, including when moving between sites. External doors are kept secure to prevent anyone who should not have access to the school from entering buildings.
- Governors check that safeguarding procedures are in place, including ensuring that on-site building work is carried out safely. They utilise external advice well, for example ensuring that safeguarding is audited regularly and by quickly responding to any necessary minor improvements.
- Staff are very well trained in safeguarding. Consequently, they have a thorough understanding of the signs to be aware of that may indicate a pupil is vulnerable and needs extra support. They report concerns when they arise and know that they are listened to by leaders.
- Leaders have made sure that substantial help is available both in school and through outside agencies to support pupils' welfare needs. As part of the 'community around the school' early-help initiative, school leaders, pupils and their parents have ready access to expert support from welfare professionals should they need it.
- Pupils have a good understanding of how to stay safe. They know what to do if they are concerned about bullying, and have a good understanding of how to stay safe online. They, rightly, trust staff to help them when they need it. Most pupils say that they feel safe in school, and leaders are working quickly to address the worries of the few pupils who are less certain of this.

Quality of teaching, learning and assessment

Requires improvement

- Teaching requires improvement because it varies too much from class to class, and between subjects and year groups. Over time, it has not led to good enough outcomes for pupils, particularly disadvantaged pupils and pupils who have SEN and/or disabilities.
- Leaders have a strong philosophy about how pupils should be taught. They provide professional training, which many say is helpful in understanding the school's approach to maximising pupils' progress. However, the expectations of the teaching and learning policy are inconsistently applied across the school. For example, in some cases,

although teachers know the different needs of pupils in their class, consideration of these differing needs and different starting points is insufficiently thorough.

- Where teaching is weaker, expectations are not high enough and pupils are not challenged enough. For example, teachers' questions are either not routinely targeted to address misconceptions or extend their thinking, or feedback is not of high enough quality to help pupils know what to do to improve. This results in pupils not making enough progress over time. The impact of weak teaching on disadvantaged pupils is compounded further as these pupils are not helped to catch up, and they fall further behind their peers.
- Leaders recognise that teaching for pupils who have SEN and/or disabilities does not currently support them well enough to make good progress. Many staff do not use the information available to them about these pupils' needs to fully extend their learning. For example, where pupils who have SEN and/or disabilities are not supported to improve the accuracy of their writing, this leads to common errors being repeated. Expert support provided by the trust is raising awareness among staff of how to adapt teaching to maximise the progress of these pupils.
- Most pupils, and especially girls, take pride in their work. They contribute fully in lessons and take care to present their work neatly, accurately and in detail. However, where teachers' expectations are not high enough, standards of pupils' work are lower. For example, pupils may not participate fully in class discussion, or may not make the effort to complete written work to a good enough standard. Too often, these pupils, who are typically middle-ability boys, are not challenged or supported effectively to improve the quality of their work.
- Sometimes, when teaching is not challenging enough, or when pupils are unsure of how to make progress in their learning, pupils' attention wanders and some disruption to learning is evident. Pupils say that this is worse when the behaviour policy is not applied consistently.
- In addition, where pupils are absent, gaps in learning are not followed up efficiently and pupils fall further behind. This particularly affects the progress of disadvantaged pupils and pupils who have SEN and/or disabilities, who are more frequently away from school than they should be.
- There are substantial strengths in teaching, particularly in English, the humanities and physical education, where teaching is more consistent, but also in aspects of mathematics, science and languages. Where teaching is most effective, teachers have high expectations of what pupils can achieve and of their behaviour in class. They use their strong subject knowledge to plan activities which challenge pupils from their starting points and build pupils' knowledge of subjects over time. Positive relationships and interesting tasks enthuse pupils to want to learn more. Teachers use high-quality questioning to check pupils' understanding and move pupils on in their thinking. Teaching in the sixth form is especially strong.
- The revamped assessment system is helping to improve the quality of teaching and learning. Regular assessments of pupils' knowledge and understanding, coupled with feedback which helps pupils to see where they need to improve, are helping pupils to make more rapid progress. Pupils at key stages 4 and 5, in particular, value this approach. They say that they are much more clear about what they already know and where they need to focus their efforts more, and that this is giving them confidence

that they are being successful in their learning. Inconsistency in the approach to assessment and feedback within and between departments is being addressed swiftly by leaders.

- Leaders know precisely where the strengths and weaknesses in teaching exist and they put in effective additional support where teaching needs to improve. They have relaunched their expectations for the quality of teaching. This is starting to make a difference and improve consistency. Inspectors concluded that teaching is set to improve with the wider distribution of existing expertise, the support of the trust and with governors' careful oversight.
- The teaching of literacy is a clear strength, particularly at key stage 3. Pupils develop a love of reading through reading regularly in class and frequent use of the well-stocked library. Extra support for those pupils who need to catch up with their literacy skills is well judged and very effective. Most pupils quickly catch up with their peers so that they are better able to access the whole curriculum.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders make sure that pupils are safe and very well looked after in school and in their community. Pupils participate in a thorough programme of personal, social, health and economic education, which keeps them well informed about issues which affect them as they grow up, such as age-appropriate education about sex and relationships, how to stay safe online and how to maintain resilience. Positive relationships between staff and pupils mean that pupils feel that they are known well as individuals, so that all pupils spoken to could identify a trusted adult to whom they would speak if they were concerned about anything. Several pupils commented that they feel very well cared for, especially by the pastoral team.
- Bespoke programmes are in place which support vulnerable pupils exceptionally well. In particular, leaders provide extensive support for pupils who have social, emotional or mental health needs. As part of the 'community around the school' early-help provision, staff and parents are able to get quick access to mental-health professionals should they need it. A recent, well-attended evening saw several agencies provide useful information and advice for parents about how to recognise the signs that may indicate that a child needs extra help, what to do and where to get that help.
- There are numerous opportunities for pupils to maintain their physical well-being. Regular physical education lessons are very popular with pupils. Pupils participate in a wide range of extra-curricular sporting activities and clubs, including football and athletics. The school is rightly proud of receiving the 'school games platinum award' in recognition of its commitment to participation in competitive sport. A large proportion of pupils take part in the Duke of Edinburgh's award scheme, which encourages pupils' independence, especially when orienteering in unfamiliar areas.
- Leaders have high expectations for pupils' good behaviour in lessons, which most pupils meet. Pupils are articulate and confident, for example sharing their ideas and

thoughts with each other and teachers when given the opportunity to do so. As such, most pupils recognise that to be a successful learner they need to participate fully in their learning. As one said: 'The teachers are putting in effort and if I put in just as much then I'll do well.' However, some pupils, in particular some boys, do not engage well in lessons, especially when activities do not match pupils' interests well enough. Leaders recognise this and are researching ways of improving teaching so that pupils take more responsibility for their own learning.

Behaviour

- The behaviour of pupils requires improvement.
- Attendance overall is slightly above average. However, the attendance of disadvantaged pupils and pupils who have SEN and/or disabilities is below that of their peers. Leaders provide targeted support for those pupils who do not attend school regularly enough, including by specialist staff and through using alternative provision. While this is helping some pupils to attend more regularly, attendance is still too low for these groups of pupils.
- Leaders have revised the behaviour management policy because they recognise that there were too many incidents of poor behaviour, and that exclusion rates were higher than they should be. As a result, behaviour is much improved. Records show that incidents of poor behaviour are reducing rapidly and far fewer pupils are now excluded. Most pupils recognise this change. For example, pupils in Year 9 told inspectors that behaviour was much improved as a result of the new behaviour policy. However, a large minority of parents still feel that pupils do not behave well enough in school. Furthermore, a small group of pupils do continue to disrupt learning, particularly in key stage 3. This is especially the case when activities are not matched well enough to pupils' needs, when the behaviour policy is used inconsistently, or when teaching is uninspiring.
- Leaders have done much to reduce levels of bullying, including through raising pupils' awareness of what constitutes bullying and making sure that pupils know what to do if they feel that they are being bullied. On the whole, most pupils feel that this is working, and leaders' records show that there are fewer incidents involving bullying this year than in previous years. However, some pupils remain concerned about bullying, particularly some pupils in key stage 3.
- Most pupils behave well around the school and in lessons. Typically, pupils are polite, well-mannered and welcoming. Most pupils are able to self-regulate their behaviour. Pupils say they do not use racist or homophobic language with each other. Pupils in Year 11 reflected that pupils' behaviour improves as they progress up through the school. As one said: 'By Year 10 most pupils have grown up and are focused on wanting to do well in their exams. They stop messing around, except for a few juvenile pupils.'
- Leaders are determined to help pupils improve their behaviour. Rewards for good behaviour are popular. Leaders provide strong support for pupils who need additional intervention to regulate their behaviour, including through using alternative provision. Such intervention is working successfully to improve the behaviour of these pupils.

Outcomes for pupils

Requires improvement

- Outcomes in historical, published information show that, in the past, pupils did not make as much progress during their time in school as they should have. From broadly average starting points at the end of key stage 2, pupils' progress across a broad range of subjects was below average in 2015 and 2017. The progress of disadvantaged pupils and pupils who have SEN and/or disabilities has been significantly below that of others nationally over the last four years.
- Leaders showed inspectors evidence that improvements being made to teaching and assessment are starting to have an impact on the outcomes of current pupils. However, although the school's information about current progress shows a slight improvement overall, the progress of disadvantaged pupils and pupils who have SEN and/or disabilities lags well behind their peers.
- Pupils' attainment at GCSE varies. For example, attainment in English and humanities is broadly average, but in science and languages it is below average. In mathematics, a broadly average proportion of pupils attained a standard pass at GCSE, but a below-average proportion attained a high pass.
- Some subjects do perform particularly well. For example, outcomes in music are particularly strong. Last year, a higher-than-average proportion of pupils who entered history and/or geography at GCSE attained the highest grades. Most-able pupils in English achieved well.
- Leaders recognise where outcomes are not strong enough. They have identified improving the progress of boys and of middle-attaining pupils as a high priority. In addition, plans are in place to make sure that disadvantaged pupils and pupils who have SEN and/or disabilities make more rapid progress. Leaders are providing additional resources and training for teachers, including expert advice and coaching from members of the Vale Academy Trust. It is too early to see the impact of this additional support.
- Recently, a new system for assessing pupils' progress has been put in place. Information about current pupils' progress and attainment shows an inconsistent picture across the school. Leaders know that there is variation in the effectiveness with which departments are recording pupils' current progress as the system is being bedded in. A substantial minority of parents who responded to Parent View noted that they did not believe their children are making good progress, and that the information provided by the school is not clear enough.
- Outcomes in the sixth form are very strong. From high starting points, both boys and girls achieve above-average outcomes, with boys this year out-performing girls. The few disadvantaged pupils in the sixth form make good progress.
- Pupils are well prepared for their next stage of education, employment or training. All pupils are able to undertake work experience in Year 10. Pupils benefit from good-quality, independent careers advice and guidance. Just over half of Year 11 pupils go on to pursue further study in the school's own sixth form. Most other pupils pursue further study in colleges locally. Only a tiny minority of pupils are not in either education, employment or training within six months of leaving school.

16 to 19 study programmes

Outstanding

- Leadership of the sixth form is highly effective. Leaders have maintained an accurate understanding of the strengths and any relative weaknesses of the provision. As a result, standards in the sixth form have risen over time to be outstanding.
- The school sets high entry requirements for places in the sixth form. Pupils not likely to meet this standard are provided with impartial advice and guidance, enabling them to secure further education, employment or training with other suitable providers. Students who do join the sixth form choose from a range of academic and some vocational subjects.
- As a result of a recent curriculum review, leaders are providing an increasing variety of subjects for pupils who are currently in Year 11 to choose from. This includes more vocational subjects. Pupils entering the sixth form receive effective advice about which subjects will suit their aims and aspirations. As a result, retention on courses is high.
- Students' outcomes at the end of key stage 5 are consistently above average. For example, students' progress in academic subjects has been significantly above national averages for the last two years. Progress in applied subjects is also above average.
- The most able students make particularly rapid progress and attain highly. Above-average proportions of students who attain the top grades at GCSE level go on to convert these to attainment of the highest grades at A level.
- High-quality teaching and assessment contributes strongly to students' outcomes. Teachers use their excellent subject knowledge to plan learning which enthuses students and challenges them in their thinking. Teachers swiftly address any misconceptions students may have. As a result, students report that they enjoy learning and feel very well prepared for external examinations.
- Students receive useful careers advice about the range of opportunities open to them when they leave the school. This includes very effective support for those applying to university and for apprenticeships. All students are able to gain employability skills by attending a work-experience placement, although currently only a small proportion of students choose to do so. The vast majority of students go on to quality, sustained destinations at the end of key stage 5, including an above-average proportion to top universities.
- Leaders place the highest priority in making sure that students on the 16 to 19 study programmes are exceptionally well cared for. They receive age-appropriate education about how to follow safe and healthy lifestyles, including about sex and relationships and e-safety. Students value highly the advice and support that they receive, which helps them to understand how to deal with stress and how to maintain good mental health. The small proportion of students who need it are able to access excellent welfare and care, both in school and through the school's links with external agencies.
- The attendance of students on 16 to 19 study programmes is above the national average. Students are punctual, friendly and enthusiastic. They contribute strongly to the life of the school, for example through taking up leadership and mentoring roles. A large proportion of students undertake charitable activities, such as helping to build a

school in Tanzania. Many students participate in the Duke of Edinburgh's award scheme, with several achieving the prestigious gold award.

- The very few students in the sixth form who have not yet achieved a standard pass at English and mathematics are supported well. The vast majority achieve these qualifications.

School details

Unique reference number	137140
Local authority	Oxfordshire
Inspection number	10049189

The inspection began as a section 8 inspection. During this inspection the lead inspector had concerns about pupils' educational outcomes and whether these remained outstanding. The inspection was deemed to be a full section 5 inspection.

Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1783
Of which, number on roll in 16 to 19 study programmes	286
Appropriate authority	The governing body
Chair	Mrs Gina Hocking
Acting Headteacher	Mr Jonathan Smart
Telephone number	01235 225 700
Website	www.kaacademy.org
Email address	enquiries@kaacademy.org
Date of previous inspection	Not previously inspected

Information about this school

- King Alfred's Academy is a larger-than-average-sized secondary school with a sixth form. It operates on two sites. Years 9 to 13 attend the 'Central' site. Years 7 and 8 attend the 'West' site, which is approximately a mile away. Staff work on both sites.
- The school converted to become an academy in August 2011. It is a part of the Vale Academy Trust. The trust delegates responsibility for governance to the local governing body. In addition, the chief executive officer of the trust oversees some aspects of governance. The school is also a member of the Oxfordshire Teaching Schools Alliance.

- The school is led by the deputy headteacher, who is acting as headteacher for a term. He is being supported by the chief executive officer of Vale Academy Trust, who is a national leader of education. The previous headteacher left the school in April 2018. A new headteacher is set to join in September 2018.
- The school receives support from the local authority as part of the early-help 'community around the school' initiative.
- The vast majority of pupils are of White British origin. The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion who speak English as an additional language.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The school uses a number of providers of alternative provision. These are: Hero's, South Oxfordshire Food Education Academy, Meadowbrook College, Skillforce, Racing for School, and Baulking Grange. In addition, the school runs its own alternative provision on the school site, called 'Link'.
- The school meets the government's current floor standards, which set the minimum expectations for the attainment and progress of pupils.

Information about this inspection

- Inspectors observed 40 lessons, including 12 in the sixth form. They also made additional short visits to lessons as part of learning walks, including many with senior leaders.
- Meetings were held with governors, senior and middle leaders, and a group of teachers. The lead inspector also spoke on the telephone to representatives from the local authority.
- Inspectors observed pupils during assembly, in class, and at informal times, such as during breaktimes and as they moved around the school.
- Pupils' views were considered through speaking with pupils informally during the inspection, and through meeting more formally with six groups of pupils. Inspectors also considered the information provided in the school's own survey of 440 pupils.
- Pupils' work was scrutinised during lessons, during meetings with pupils, and separately with middle leaders.
- Inspectors considered the views of 258 parents who responded to Ofsted's online survey Parent View.
- Inspectors scrutinised documentation, including leaders' evaluation of the school's performance, school improvement plans, information relating to the quality of teaching, information about pupils' progress, school policies and procedures, and the school's arrangements for safeguarding.

Inspection team

Catherine Old, lead inspector	Her Majesty's Inspector
Suzanne Richards	Ofsted Inspector
Ross Macdonald	Ofsted Inspector
Taj Bhambra	Ofsted Inspector
Jane Cartwright	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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