

Cannock Chase High School

Hednesford Road, Cannock, Staffordshire WS11 1JT

Inspection dates

26–27 January 2016

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
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- The pace of improvement since the previous inspection has been too slow. Key aspects of the academy's performance continue to require improvement.
- Governors have not held leaders to account sufficiently for securing better outcomes for pupils.
- Not all subject leaders are equally effective at improving teaching and pupils' achievement.
- The achievement of pupils in their GCSE examinations in 2014 and 2015 was not good in a number of subjects. Pupils did not make enough progress in mathematics, science and some humanities subjects.
- The progress made by different groups of pupils across subjects is too variable.
- Disadvantaged pupils underachieve by the time they leave the academy. The gaps between the attainment and progress of disadvantaged pupils and their peers in their examination results widened. Also, disadvantaged pupils do not attend as well as their classmates.
- Teaching has not enabled pupils to make the progress of which of they are capable in some subjects. The quality of teaching in the academy is improving, but continues to vary across subjects.
- Not all teachers check pupils' understanding in lessons carefully so that they can give pupils extra support or move them on to more demanding work.
- Some teachers do not use questioning well to challenge pupils to think deeply.

The school has the following strengths

- Since September, the current headteacher, supported by a restructured and capable leadership team, has accelerated the pace of improvements considerably.
- Leaders have accurately identified weaker areas of the academy's work and are acting decisively to tackle them.
- Pupils achieve consistently well in some subjects including French, the arts and physical education. Pupils are now making good progress in English.
- Improvements in teaching and high-quality systems to check pupils' progress are helping current pupils on roll to achieve better.
- Pupils' behaviour is good in lessons and around the academy. Attendance has risen for all groups.
- Pupils feel safe and understand how to keep themselves safe.
- The sixth form is good. Good leadership has driven sustained improvements. Learners achieve well and a high proportion go on to university.

Full report

What does the school need to do to improve further?

- Improve teaching so that all is as effective as the best in the academy, by ensuring that teachers:
 - use the range of information available about pupils' prior knowledge, understanding, skills and capabilities to set work that enables pupils to make good progress from their starting points
 - check regularly on the progress of pupils in lessons and offer extra support or challenge as necessary
 - ask questions that deepen pupils' understanding of key concepts and promote gains in pupils' learning.

- Strengthen the impact of leadership and management on pupils' outcomes by:
 - monitoring rigorously the effectiveness of strategies to promote the rapid progress, good attendance and good behaviour of disadvantaged pupils in order that these have the desired impact
 - continuing to develop the skills and expertise of subject leaders so that all are successful in securing good teaching and pupils' good progress in their areas of responsibility, particularly in mathematics, science and some of the humanities subjects
 - monitoring the impact of recently introduced systems and strategies for tracking and supporting the progress of pupils across year groups in order to check that underachievement is arrested early and gaps between the outcomes of different groups of pupils are closed quickly
 - sharpening the skills of governors so that they hold leaders to account rigorously for bringing about improvements.

Inspection judgements

Effectiveness of leadership and management

requires improvement

- Leadership and management requires improvement because, since the previous inspection, insufficient effective action has taken place to raise pupils' outcomes in some key areas, including mathematics, science and some of the humanities subjects. As a result, too many pupils who have left the academy in Year 11 have underachieved. Important changes have taken place under the leadership of the current headteacher, but these have not been in place long enough to have had a sustained impact in some key areas.
- In the past, leaders' focus on securing grade C attainment measures has overlooked the progress of lower-ability pupils and the most-able, to the detriment of these key groups.
- Additional funding for disadvantaged pupils has previously been deployed ineffectively and been unsuccessful in closing the gaps between the achievement of these pupils and their peers by the time they leave school. Current leaders have established a firm grasp of this funding and are ensuring that it is used more purposefully. Additional support offered to boost pupils' performance in English and mathematics is having a positive impact for current cohorts. As a result, the progress of disadvantaged pupils is accelerating and gaps are now closing.
- The appointment of the current headteacher in April 2015 has energised the academy community and brought about a clear focus on ensuring that all pupils make the progress expected of them. His vision of 'achievement for all' is understood and shared. This has inspired and galvanised the staff, who are now committed to raising standards rapidly and ensuring that all pupils make good progress.
- A restructure and reduction of the leadership team has secured stronger and more effective leadership since September 2015. Leaders' roles and responsibilities are well defined. The impact of these leaders is quickly becoming evident in the pace at which improvements are being implemented, the tangible and widely recognised improvements to pupils' behaviour and the growing signs of better teaching that are accelerating pupils' progress. This is demonstrating that current leaders have the necessary skills and abilities to bring about further improvements.
- Self-evaluation of the academy's performance is thorough. Leaders carefully analyse prior performance information and identify accurately where weaknesses arise and the reasons for this. Leaders have a secure awareness of the performance of key pupil groups. This information is used to produce robust plans for improvement.
- Systems for monitoring and tracking the progress of pupils across year groups are now rigorous and well-coordinated. Leaders have wisely based these on the systems proven to be successful in the sixth form. Regular checks of pupils' progress are helping to identify more readily those pupils whose achievement is declining and to direct support to them. Pastoral leaders, subject leaders and teachers are accountable for ensuring that the actions they take make a difference. Form tutors share this information with pupils. As a result, pupils have a good understanding of how well they are progressing in different subjects and know what areas they need to work on to improve. These systems have not yet been in place long enough to secure good achievement in all areas of the curriculum.
- Leaders have established a strong culture of developing the skills of teachers and staff at the academy. Systems for managing the performance of staff are well organised and ensure that all teachers are held to account for developing the quality of their teaching, and for making sure that the pupils they teach make good progress. In addition, these systems encourage teachers to benefit from opportunities to contribute to development of new teaching practice, linked to academy priorities, by working collaboratively with other colleagues. Although these systems have not yet secured enough good teaching or secured pupils' good progress in all areas, there is clear evidence that teaching is improving.
- Leaders make regular checks on the quality of teaching in the academy and draw together a suitable range of evidence to inform their evaluations. Leaders are skilled in coaching teachers to support them in improving their practice. Additional support is given to those teachers who do not meet the academy's expectations. A broad range of opportunities exist so that aspiring leaders can develop their leadership capabilities through participation in school leadership programmes, and external accredited courses. Staff at the academy value the support they receive for their professional development.
- Instability in subject leadership and staffing issues have had a negative impact on the performance of areas such as science. Subject leadership remains inconsistent as not all leaders are having as positive an impact on pupils' outcomes and the quality of teaching in their areas as the best. However, middle leaders are playing an increasingly prominent role in delivering improvements and are making systematic checks on pupils' progress and the quality of teaching in their teams. Consequently, subject leaders have

a clear understanding of the strengths and weaknesses in their areas, and what needs to be done to improve. In addition, a reorganised pastoral system is enabling leaders of year groups to have a good overview of the achievement of pupils in each year, and to work increasingly well with subject leaders to promote improvements in the progress of any pupils who are identified as underachieving.

- Strong leadership of the sixth form is securing continued improvements over time. The previous sixth form leader now oversees standards across the academy. This is a positive move and in a relatively short space of time this leader is bringing about improvements in the main school.
- The curriculum is broad and balanced, both in the main school and the sixth form. Pupils access a range of courses, academic and vocational, to meet their needs and aspirations. Leaders have ensured that the curriculum has been adapted to support the better progress of lower-ability pupils and those who struggle with their reading, by offering them additional time in English and mathematics. The curriculum at Key Stage 3 has an appropriate focus on helping pupils to secure their basic skills. Pupils at Key Stage 4 also undertake additional lessons to support their improved achievement in some 'ebacc' subjects. In addition, pupils benefit from a range of extra-curricular and enrichment opportunities in sports, the performing arts, various pastimes and academic areas that enable them to indulge and develop their skills, talents and interests.
- Pupils' spiritual, moral, social and cultural development and understanding of life in modern Britain is fostered effectively through the study of religious education, other humanities subjects, the academy's assembly programme, personal, health and social education lessons, and through 'drop-down days'. These include a suitable focus on tackling discrimination and promoting tolerant attitudes.
- Additional funding for pupils who enter the academy with below average attainment is well used. These pupils benefit from small class sizes to enable them to receive carefully targeted support. Nearly all pupils who receive this additional support secure Level 4 by the end of Year 7. Those pupils who do not achieve this level continue to receive extra help.
- The academy is well regarded by parents, pupils and staff. Staff and pupils are strongly supportive of the current leadership and testify to the positive effects of changes that have been made this academic year, particularly in relation to pupils' behaviour.
- Effective partnership working with Cardinal Griffin Catholic College successfully enriches the curriculum offer in the sixth form. Pro-active work is now taking place with primary schools, to gain a thorough understanding of the needs of pupils on entry to the academy, in order to meet their needs better when they begin high school.
- **The governance of the school:**
 - The governance of the school requires improvement. Governors did not act quickly or robustly enough to tackle the weaknesses in the academy's performance in examination results in 2014. As a result, some aspects of performance continued to decline in 2015.
 - Governors have now responded to underperformance with a recognised need to gain a more secure understanding of the academy's work and undertake aspects of their duties with greater rigour. Link governors are now attached to key areas of the academy. The vice-chair of governors, for example, now has a secure overview of the progress and attainment of current pupils in the academy, and of the spending and impact of pupil premium funding.
 - Governors are now issuing leaders with greater challenge and asking more probing questions to ensure that the information presented to them is clear and accurate. They make sure that leaders and teachers are held to account by linking their pay to performance.
 - The governing body fulfils its statutory duties, including those relating to safeguarding. Governors ensure that the relevant policies, checks and training are in place so that pupils are kept safe and demonstrate a good commitment to ensuring that pupils are prepared for life in modern Britain. Governors keep a close eye on the academy's finances and are effective in their forward planning of the budget.
- The arrangements for safeguarding are effective. Leaders fulfil their statutory duties. They ensure that staff are well trained and are conversant with the government's latest guidance so that they are vigilant to a range of risks pupils may face, including those of radicalisation and extremism. Close work with parents and outside agencies ensures that swift action is taken to keep pupils safe should they be identified at risk of harm. This culture of safeguarding is further supported by a curriculum that helps pupils to understand how to stay safe. Pupils know what to do if they have concerns and feel comfortable reporting them because they trust members of staff to help them.

Quality of teaching, learning and assessment

requires improvement

- Teaching requires improvement because, although the quality of teaching is better than in the past, it has not enabled pupils to achieve well in some subjects by the time they leave the academy. There continue to be inconsistencies in the quality of teaching in areas such as science and mathematics.
- Where learning is weaker, teachers do not take pupils' prior knowledge, understanding, skills or abilities into sufficient account. This can result in the less-able pupils struggling and the most-able pupils not being stretched and challenged enough. This situation is sometimes compounded when teachers do not check carefully how well pupils are learning. Consequently, pupils' misconceptions persist or their understanding of important ideas is not secured. This also results in some pupils not being moved on to more demanding work when they are ready, so that they do not make the progress they are capable of.
- The quality and impact of teachers' questioning is variable. Some teachers use questioning skilfully to explore and extend pupils' understanding, getting them to think more deeply about their learning. However, in other instances, teachers accept limited, superficial responses and do not challenge pupils further. Sometimes these opportunities are diminished when other pupils in the class do not pay attention to the responses of others and lose focus so that their progress slows.
- There are many important strengths of teaching. High-quality relationships between teachers and pupils foster good attitudes to learning and set a positive climate that helps pupils to learn well. This can result in pupils' engaging keenly with tasks and activities. For example, in a Year 10 French lesson the teacher's enthusiasm, use of humour, good subject knowledge and clarity of delivery sustained pupils' interests and helped them to learn at a brisk pace.
- In English, the humanities and arts-based subjects, pupils' spiritual, moral, cultural and social understanding is promoted effectively. Pupils are encouraged to debate and reflect on spiritual and moral issues, global problems and the historical and cultural significance of art and literature.
- There is a growing focus on developing pupils' literacy skills in subjects outside of English. Teachers increasingly check and correct pupils' spelling, punctuation and grammar when marking. They also share subject-specific terminology and help pupils to understand these words. Some teachers show pupils how to write successful answers to questions. Leaders are also beginning to promote the development of pupils' numeracy skills across the curriculum, but this area is less well developed.
- Teachers now have access to a wealth of information about their pupils. They assess pupils regularly and use this information to identify pupils who may be falling behind. They put in place additional support to help any such pupils to catch up. Leaders undertake careful checks to ensure that teachers assess the work of pupils accurately.
- Most teachers adopt the academy's policies for feedback and marking. Teachers issue pupils with clear guidance on what they need to do to improve. Pupils say that they value the opportunities that they have to make changes to their work based on this guidance. Sometimes, when this policy is not followed carefully, pupils are vague about their next steps in learning.
- Homework is set with increasing regularity and helps pupils to apply and extend their learning from class.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Personal, social and health education lessons, a programme of assemblies, workshops and 'drop-down days' help pupils to understand how to stay safe and healthy. Changes to the organisation of the pastoral system now enable form tutors to cover age-related risks in a sensitive manner. Inspectors saw how pupils engaged thoughtfully and maturely during tutorials with topics such as sexual health. Pupils demonstrate a secure awareness of the dangers of using the internet, road safety, child sexual exploitation, and crime.
- Pupils are taught about the importance of having tolerant attitudes towards different cultures, races and sexualities, those who have disabilities or special educational needs and the dangers of extremist views. During the inspection, pupils who undertook workshops covering the holocaust were able to communicate well the lessons that could be learnt from past atrocities.
- The academy's records show that when incidents of bullying do occur, these are dealt with swiftly and effectively. The majority of these are one-off cases. Pupils also say that bullying has reduced significantly in the academy. They say that they feel safe. The views of staff and parents confirm this.

- Leaders operate a range of programmes to raise the aspirations of pupils, including schemes run by universities. The belief that all pupils should be encouraged to aim high is a core part of the academy's ethos.
- The academy has invested in a full-time careers adviser. This access to independent advice and guidance, coupled with a well organised programme of careers education, has ensured that nearly all pupils, both at the end of Key Stage 4 and Key Stage 5, progress to employment, education or training when leaving the academy. Exceptional circumstances surround the very small number who do not and leaders have continued to offer support for these pupils to ensure that they reach positive destinations.

Behaviour

- The behaviour of pupils is good.
- The large majority of pupils demonstrate good attitudes to learning and work hard in their lessons. They listen attentively to their teachers, get on well with their work and are keen to succeed. On a small number of occasions, some older pupils lack concentration and make slower progress because they stray off-task.
- Staff and pupils express positive views about the impact of new systems to manage pupils' behaviour. This 'back to basics' approach has raised expectations of pupils' behaviour. Pupils say that they have a clear understanding of what constitutes acceptable behaviour during lessons and that teachers reinforce these boundaries consistently. Although pupils are clear about the consequences of poor behaviour, they also recognise that good behaviour and good progress is rewarded and celebrated. Pupils value the rewards visits that they earn. Staff and pupils are unanimous that behaviour has improved considerably in the academy this academic year.
- Pupils look smart and wear their uniforms with pride. They conduct themselves sensibly around the academy site and during breaktimes and lunchtimes. They treat their environment with respect and the academy site is litter free. Inspectors found pupils to be courteous, respectful and helpful, warmly greeting inspectors on the corridors and keen to talk about their experiences at the academy.
- Incidents of fixed-term exclusion rose last year as leaders used this as a strategy to reinforce their setting of high standards for pupils. These were particularly high for disadvantaged pupils and pupils with special educational needs or disability. Exclusions are now falling because pupils understand what is expected of them.
- Attendance, since the time of the previous inspection, is improving and is increasingly in line with that of other schools nationally. A new attendance policy sets out clear expectations for pupils' attendance, with rigorous processes to deal with pupils who do not attend well. The attendance officer, pastoral managers and pastoral leaders are working increasingly effectively to reduce the proportion of pupils who do not attend the academy regularly. Recent endeavours, such as using the academy minibus to collect pupils from their homes should they not attend, demonstrate the tenacity of leaders in their efforts. Although reducing, leaders have not yet closed the gap between the lower attendance of disadvantaged pupils and that of others in the academy.
- Leaders have secure procedures in place to ensure that the small number of pupils who are educated for all or part of the week away from the academy site are safe and attend their placements. This provision is used discerningly and leaders are able to show the beneficial impact of this on pupils' engagement in learning, their behaviour and their attendance.

Outcomes for pupils

require improvement

- Pupils' achievements in their examination results by the end of Year 11 has not been good for the last two years. Although some improvements took place between 2014 and 2015, these were uneven, and some areas of performance declined. The progress made by different groups of pupils was too variable and some key groups underachieved. Leaders are now improving the progress and attainment of current pupils in the academy, but they have not overcome all of these inconsistencies. As a consequence, pupils' outcomes require improvement.
- Pupils enter the academy with attainment that is significantly lower than average. In 2014 and 2015 they attained standards that were well below average. Less than half of pupils secured 5 or more A* to C grades, including English and mathematics, and measures of average attainment across a range of subjects were lower than national norms. This is because pupils did not make good enough progress during their time at the academy in some key subject areas. Although attainment did rise in 2015, these gains were not strong enough.

- The progress made by pupils in mathematics on leaving the academy declined last year and was, overall, well below average. Lower-ability pupils, middle-ability pupils and disadvantaged pupils made poor progress. Pupils also underachieved in science and in some of the humanities subjects.
- The standards achieved by disadvantaged pupils on leaving Year 11 have remained too low for the past two years. The attainment of this group declined last academic year. Due to the weak progress that they made, disadvantaged pupils attained two grades below their classmates and peers nationally in mathematics and more than one grade below in English. However, a strong drive and focus across the academy on boosting the achievement of these pupils and more effective deployment of additional funding are quickening the progress of current pupils considerably. The academy's records and inspection evidence confirm that disadvantaged pupils are now making quicker progress and that gaps are closing in school.
- Boys make slow progress during their time in the academy. This has been contrast to the better achievement of girls. This is particularly evident in English. Leaders have put plans in place to tackle this issue.
- Pupils attain well in a range of subjects, including French, art, drama, music, health and social care, child development and physical education.
- The robust actions current leaders have taken to secure better outcomes for pupils and improvements in the quality of teaching are accelerating the progress of pupils currently in the academy. Achievement in mathematics is gathering momentum. The mathematics curriculum now has a stronger focus on helping pupils to secure their understanding of key mathematical concepts. Small group sizes and targeted teaching are helping lower-ability pupils to address the deficits in their basic skills. Achievement in English has recovered well from a dip last year and the progress most groups of pupils are making is good.
- Pupils' progress and attainment in science and some humanities subjects, while showing signs of improvement, continues to lag behind that of other subjects. Until these inconsistencies are overcome, outcomes will continue to require improvement.
- Pupils who have special educational needs or disability are supported well and generally make good progress in most subjects. They make slower progress in mathematics. Changes to the curriculum to better suit the needs of pupils with special educational needs or disability, coupled with closer checking of their progress to inform additional support, are further improving the progress and raising the attainment of this group of pupils.
- Pupils in local authority care make good progress.
- The progress of the most-able pupils requires improvement. Although these pupils generally make good progress in English and mathematics, too few pupils attain the highest grades in other subjects. These inconsistencies are also evident in the achievements of current pupils in the academy.
- Well-coordinated support is promoting quick gains for lower-ability pupils in their reading, writing and numeracy skills, particularly in Key Stage 3. Leaders use a suitable range of measures to identify the needs of these pupils in order that teaching can be matched to these. Pupils undertake programmes to develop their phonics (sounds that letter make) and core number skills. This enables pupils to secure the basic skills that they need to succeed in other areas of the curriculum.
- The academy promotes reading well through pupils' participation in national reading events, the work pupils undertake during tutorials and through the Key Stage 3 curriculum. Pupils' enjoyment of reading is reflected in the high number of library loans to Key Stage 3 pupils and their success in reading programmes.
- The small number of pupils who attend courses away from the academy site benefit from provision that is matched to their needs. Most are successful in securing a range of qualifications, including English and mathematics.
- Pupils' high rates of progression to education, employment or training demonstrate that pupils are well-prepared for their next phase of learning. However, underachievement in some subjects, including mathematics, has hindered some pupils.

16 to 19 study programmes

are good

- Good leadership of the sixth form has ensured continual improvement in the quality of provision.
- The outcomes of learners in the sixth form are good and improving. The progress and attainment of learners in their AS level examination results has risen consistently. Learners attain average standards, which from their starting points means that the progress they make during Year 12 is well above average. Learners who study vocational qualifications also make progress that is significantly above that of other learners nationally.
- Learners achieve well in their A Levels and make progress that is in line with expectations. Current learners are making better progress than previous cohorts and are on track to exceed the progress made by others nationally.
- Learners who join the sixth form without having secured good GCSE qualifications in English and/or mathematics make good progress in improving their skills. Last year, in English, all learners improved their grades and secured a grade C or above. All improved their grades in mathematics, but a smaller proportion secured a grade C. Conversion rates are higher than those seen nationally.
- Rigorous systems track the progress of learners in their studies. Swift measures are taken to give learners additional support should that fall behind. Learners value the close checks that their tutors keep on their progress.
- Teaching is consistently good. Teachers' strong subject knowledge informs the planning of lessons that engage learners, challenge them and encourage learners to develop their skills in independent study. For example, in a Year 12 mathematics lesson, learners worked together highly effectively to test out different approaches to solving mathematical problems. Their resilience and determination in doing this helped them to make good progress in both their mathematical and thinking skills.
- The curriculum offered is broad and balanced, benefiting from consortium arrangements with Cardinal Griffin Catholic College. A suitable range of academic and vocational courses meet the needs and aspirations of a range of learners. The success of the curriculum is evident in the good standards that learners achieve and the high in-year retention rates.
- High-quality careers education and information, advice and guidance are offered. Learners are encouraged to aim high. A well-structured tutorial programme is supplemented by links with universities and visits to higher education institutions and careers fairs. Good access is available to a careers adviser employed directly by the academy. As a result of this work, nearly three quarters of learners took up places at universities last year, with one third progressing to Russell Group universities.
- Learners benefit from a wide range of non-qualification study, weekly 'skills plus' lessons, work experience and involvement in the 'student leadership team' that ensures that they acquire the key skills needed to succeed in study and in future employment. These skills include opportunities to help younger pupils in the academy. Consequently, learners are prepared well for the next phase of their learning.
- Learners say they feel safe and that behaviour in the sixth form is excellent. Inspection evidence confirms this. Personal, social and health education sessions encourage learners to understand the values of respect and tolerance and ensure that they are mindful of age-appropriate risks, including those of using the internet, road safety, and healthy relationships. Some learners also benefit from involvement in the 'Young Citizenship Service', contributing to community projects. In addition, sixth form learners make a positive contribution to the behaviour and safety of younger pupils, for example through their role as 'duty officers', supervising younger pupils during lunchtimes.

School details

Unique reference number	137384
Local authority	Staffordshire
Inspection number	10002477

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Other secondary
School category	Academy converter
Age range of pupils	11–19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	931
Of which, number on roll in 16 to 19 study programmes	193
Appropriate authority	The governing body
Chair	Barbara Lomas
Headteacher	Iain Turnbull
Telephone number	01543502450
Website	www.cannockchasehigh.com
Email address	office@cannockchase-high.staffs.sch.uk
Date of previous inspection	9–10 October 2013

Information about this school

- Cannock Chase High School is a larger-than-average secondary converter academy.
- Some courses in the sixth form are delivered through shared arrangements with Cardinal Griffin Catholic College.
- The current headteacher took up post in April 2015. A restructured leadership team has been in place since September 2015.
- There have been considerable changes to the staffing of the science department since September 2015.
- The large majority of pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is below average.
- The proportion of disadvantaged pupils who are those eligible for support from the pupil premium (additional funding provided by the government for pupils known to be eligible for free school meals and children looked after in public care) is above average.
- The proportion of disabled pupils and those who have special educational needs is slightly above average.
- A small number of pupils attend courses away from the school site. Three pupils currently attend full-time placements at Chaselea Pupil Referral Unit. Three pupils attend courses for part of the week at Peak Pursuits, Rodbaston College or Alpha Hair.
- In 2014, the academy exceeded the floor standards, which are the government's minimum requirements for pupils' attainment and progress.

Information about this inspection

- Inspectors observed pupils' learning in 38 lessons or parts of lessons. Inspectors carried out some observations jointly with the academy's senior leaders. Observations of other aspects of the academy's work were also undertaken, such as tutor time.
- Inspectors also looked at pupils' books and folders during lessons and as a separate activity.
- Meetings were held with groups of pupils, governors and academy staff, including senior and middle leaders. Informal discussions also took place with staff and pupils.
- There were 28 responses to the online Parent View questionnaire that provided evidence for the inspection.
- Questionnaire returns from 77 members of staff were analysed.
- Inspectors looked at a range of documentation, including the academy's self-evaluation and improvement plans, academy policies, external reviews of the academy and minutes of meetings of the governing body. Information about pupils' progress, attainment, attendance and exclusions was also examined, as were the academy's records of safeguarding, checks on the quality of teaching and marking, and information about the way teachers' performance is linked to salary scales.

Inspection team

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Peter Wilkes	Ofsted Inspector
Andrea Quigley	Ofsted Inspector

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