



SIR THOMAS FREMANTLE SCHOOL

SCHOOL DEVELOPMENT PLAN 2013-2016

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CONTENTS:

Sir Thomas Fremantle School's Purpose, Key Values & Objectives	Page 3
Our School Improvement Cycle	Page 4
School Vision	Page 5
Priority Goals & Targets	Page 6
Priority 1	Page 7
Priority 2	Page 10
Priority 3	Page 11
Priority 4	Page 12
Priority 5	Page 13
Ofsted criteria	
Achievement of pupils at the school	Page 14
Quality of teaching in the school	Page 15
Behaviour and safety of pupils in the school	Page 16
Quality of leadership in, and management of, the school	Page 17
School Draft SEF	Page 18

Our Values

We will:

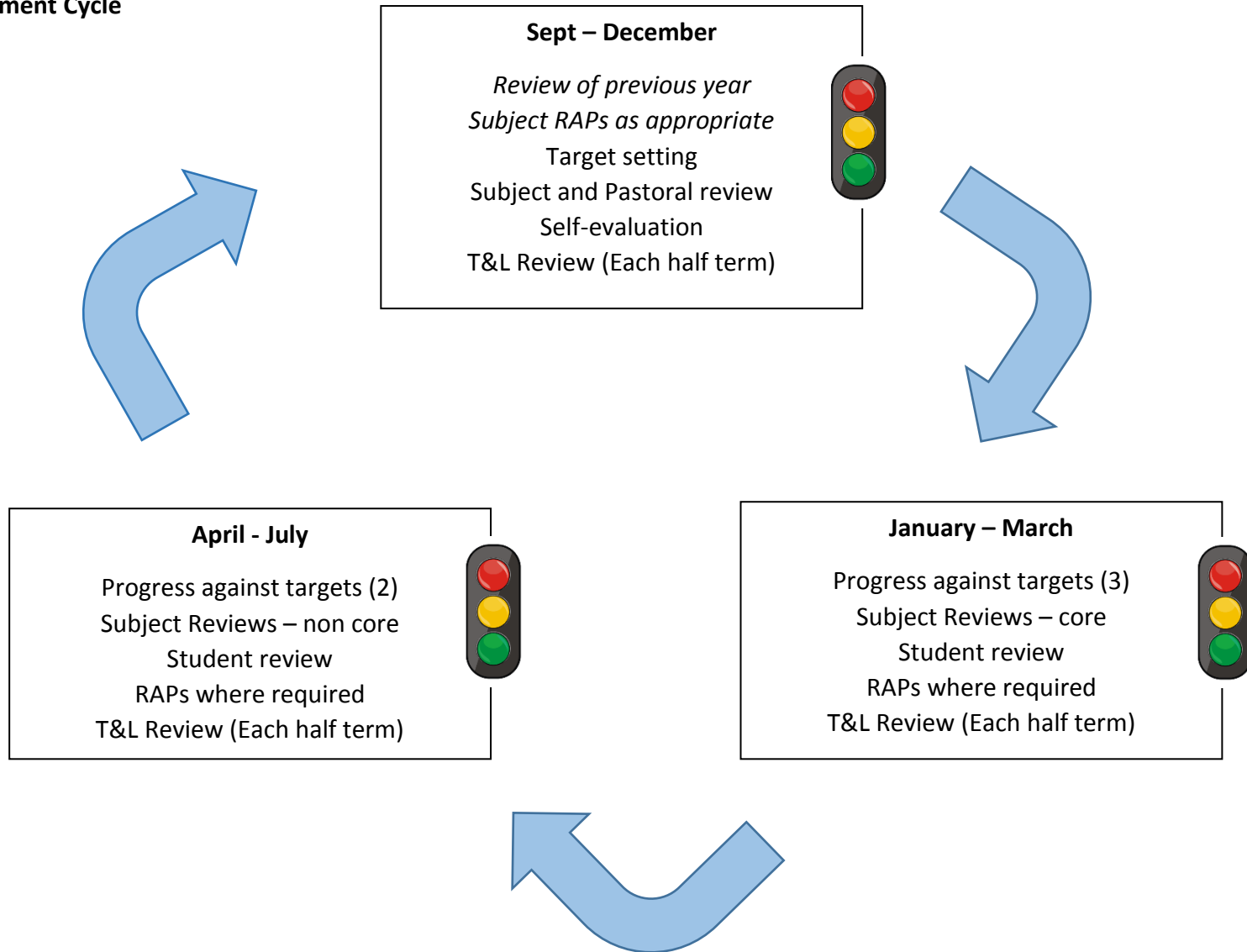
- Establish a strong team with the expertise and vision required to deliver excellence in teaching and learning
- Make Sir Thomas Fremantle School accountable to the local community
- Provide a local school under local management, serving every family in Winslow and the surrounding area
- Play a key part in securing Winslow's legacy and economic and social mix
- Develop a local learning plan to meet the needs of this generation and the next
- Have an important role in sustaining and strengthening the local economy

Key Objectives

Sir Thomas Fremantle School will set out a series of measurable outcomes against which the impact of its work can be assessed. These will be underpinned by a curriculum designed to secure these objectives:

- High standards of achievement for all learners
- Intellectual challenge and rigour
- Recognition of the direct relationship between social and emotional wellbeing of children and their academic attainment
- Promoting values of independence, self-help and self-responsibility that will help young people prepare for their future as global citizens
- Maximising leadership opportunities for all students
- Reducing the carbon footprint of educational provision by removing the need for young people to travel over 100 miles a week by road for their secondary education
- Mutual respect between the staff, parents, students and the wider community.
- To encourage every individual's development intellectually, creatively, culturally, physically, emotionally, morally and spiritually.
- Every young person reaches their potential.
- Every member of the school community has a voice.

School Improvement Cycle



Sir Thomas Fremantle School – School Development Plan – 2013 to 2016

Our Vision

- Our vision is for a school where no limits are placed on the academic progress of students and where they are encouraged to develop regardless of prior attainment.
- Our students will be aware of local and wider issues and will, through our community curriculum, contribute positively to their local community.
- Our students will be encouraged to participate fully in our wider enrichment curriculum, regularly learning new skills, taking part in trips and visits and representing their House and/or School in wider competition.

To realise our vision we will have the following priorities

- To develop outstanding teaching and learning in our school
- To develop outstanding achievement and attainment for the students of our school
- To develop outstanding leadership across all aspects of our school
- To develop and create an environment with outstanding behaviour and safety for all
- To ensure that all students participate fully across all three strands of the STFS curriculum

Priority Goals & Targets

Priority	2013 - 2014	2014 - 2015	2015 - 2016
1. To develop outstanding teaching and learning in our school	80% of teaching Good or Outstanding	Quality of teaching overall judged as at least Good (<i>Following move to non-grading of individual lessons</i>)	Quality of teaching overall judged as outstanding
	External judgement for T&L - Good	External judgement for T&L – at least Good	External judgement for T&L - Outstanding
	STFS Becomes an accredited member of local teaching school alliance	STFS is a key and active member of the Teaching School Alliance	STFS staff lead a number sessions within the Teaching School Alliance
2. To develop outstanding achievement and attainment for the students of our school	>70% of students make expected progress	>72% of students make expected progress	>75% of students make expected progress
	End of year outcomes in line with fft	KS3 Outcomes in line with fft	KS3 Outcomes in line with fft KS4 end of year outcomes in line with fft KS4 progress in line with top 20%
	80% of Yr 7 & 8 students gain a nationally accredited qualifications.	90% of Yr 7 & 8 students gain a nationally accredited qualification	95% of Yr 7 & 8 students gain a nationally accredited qualification
3. To develop outstanding leadership across all aspects of our school	Governors are all aware of their roles & responsibilities. Sub-committees established and terms of reference agreed and clear.	Governors are effective in holding SLT to account across all areas of school. Sub-committees are highly effective.	Governors show a sound knowledge and understanding of progress across all aspects of school leadership.
	SLT – establishing procedures	SLT – Developing emerging leaders	SLT – Developing emerging leaders
	Middle leaders - establishing courses	Middle leaders – Developing T&L	
	Students develop skills as leaders through school leadership group and other activities	DofE Established for Year 9	Cadet Force in place for Year (8), 9 and 10
4. To develop and create an environment with outstanding behaviour and safety for all	>90% of students report this as good	>90% of students report this as good	>95% of students report this as good
	>90% of staff report this as good	>90% of staff report this as good	>95% of staff report this as good
	>90% of parents report this as good	>90% of parents report this as good	>95% of parents report this as good
	Student attitude to learning positive		
5. To ensure that all students participate fully across all three strands of the STFS curriculum.	Attendance across all year groups is 95%	Attendance across all year groups is 95%	Attendance across all year groups is 95%
	60% of all students represent the school in sport	65% of all students represent the school in sport	70% of all students represent the school in sport or performance
	STFS make links community groups	STFS represented within community groups	STFS represented as emerging leaders within community groups
	All students complete at least 3 separate enrichment activities per year	All students complete at least 4 separate enrichment activities per year	KS4 students emerging as young leaders within enrichment programme.

Priority 1: To develop outstanding teaching and learning in our school

Ofsted area - the quality of teaching in the school

Task to support priority goals and targets (page 6)

	Staff	Resources	Timescale	Review Date & Evidence	Evaluation of outcomes
Baseline observation of all staff	NP / DL	Time	By October '14	Half termly	Teaching across the school at least Good overall. Significant % Outstanding. Examples of outstanding practice within all departments.
Specific skill based learning objectives for all	NP		October '13	On-going- All classrooms to have consistent LO displayed	Students clear about what they are learning, personalised LO- flexibility to differentiate in real time.
Introduce half termly learning review Build an overall picture of the quality of learning and teaching.	NP/DL		On-going	HT	Staff have formal lesson observations, work samples, marking samples, student and staff interviews. Learning and teaching are graded as an overall indicator.
T&L Bulletin 3 publications to be produced each year to share latest ideas in teaching. Relates to specific areas of improvement as identified in T&L reviews.	NP	Mac software to produce professional publication.	On-going	Termly	
Learning Walks This provides over the HT an informal method of observation. It gives a good indication of learning and teaching on a day to day judgement. 1 per fortnight as a minimum.				HT	Learning walks established as regular, non-threatening and informative.
Literacy mats in all classrooms				Summer term	Students use these when teacher feels appropriate to support their basic literacy skills. Now supplemented with numeracy mats in maths classrooms.
Develop and introduce use of question board in each classroom. Development and introduction of progress and question board in each classroom.	All		October 13	On-going	

Teachers to use this as check points to assess progress. Students will lead this aspect of their learning to show understanding. This has been demonstrated in a number of subjects where students provide the critique of their learning.					
Teacher toolbox- sharing ideas and resources for starters/checkpoints /plenaries/differentiation	All		Nov 13	HT	An electronic file now exists which has over 100 examples of engaging starters. Teachers have been observed using these files within lessons. This is also a focus of the training day in which teachers will look at this when in their differentiation workshop.
Develop student responsibility	NP/All		Dec13	HT	Students are encouraged to be more resourceful through the L2L programme. SOW has been updated to reflect this. Teachers are consistent in their approach to students who try to give up too easily. Students are guided to other resources before asking the teacher. C3B4me poster up in all classrooms.
Introduction of whole school Peer/self-assessment	NP		Nov 13	Termly	Students are developing an understanding of recognising their own successes and areas to develop. Alongside this they are able to recognise specific success criteria in other work
Differentiated Learning Walks	NP/LD			HT	Differentiated learning walks have been introduced. Undertaken by SENCO and DH to ensure that our learning and teaching remains inclusive for all learners. This also shows us how learning is differentiated on a day to day basis for all students. Specific factors are identified and then tracked across the lesson and examples both positive and negative are recorded.
Introduction and live development of marking and feedback strategy	NP		Jan- Feb 14	HT	New marking strategy implemented. Greater consistency across all subject areas. Teachers now have marking box which provides them with all that is needed to ensure marking policy is followed. The yellow sheets and focus on

					formative feedback has greatly improved marking. However, monitoring sample will be taken in May to assess impact of the nearly developed strategy
Learning and teaching interventions of key cohorts	NP/LD		On going	HT	Students identified and interventions put in place to support learning and their skills in reading writing, communication & mathematics.

Priority 2: Develop outstanding achievement and attainment for the students of our school

Ofsted area - the achievement of pupils at the school

Task to support priority goals and targets (page 6)

	Staff	Resources	Timescale	Review Date & Evidence	Evaluation of outcomes
Ensure prior attainment details are collected from previous schools	DL / RH		By December / January annually	Review in January	KS2 data late – also Some gaps – need to chase previous schools
All students undertake baseline assessment in mathematics and English (and science)	Subject Teachers	Copying	September	By end September	Set lists amended accordingly
Half termly assessments to be established across all curriculum areas	DL / NP				In place and effective. Moving towards a model using assessing without levels
Ensure T & L Committee are aware of system for target setting and assessment.	DL / NP / Govs	Time – Sub-committee mtg	September meeting	First reviewed Easter 2014 Review of assessing without levels plan ongoing	Presentation to T&L by NP Autumn 2014 Further developments to Spring 2015
3D Digital Design and Manufacture course established and accredited	DL / HC with BCA	£27K	Quals in place by summer 2014	End of summer 2014	All Yr 7/8 have completed L1 Qual in 3D Design Development of additional L1 and L2 modules ongoing
FFT Data accessible by SLT / MLs	DL to sort	FOC Training – DL – Bucks CC	May 2014	May / June 2014	Effective target setting to include prior data + teacher input All subject leads have access to FFT Aspire for KS4 Target Setting
Appropriate GCSE (and equivalent) Quals in place to allow students to achieve their best	DL/NP/AS		By December 2014	January 2014 February/March 2015 April 2015	Initial 'straw poll' process for 'Preferences' in place First trawl by end January 2015 Governors approval of choices Final available subject choices and blocking complete

Priority 3: Develop outstanding leadership across all aspects of our school

Ofsted area - the quality of leadership in, and management of, the school

Task to support priority goals and targets (page 6)

	Staff	Resources	Timescale	Review Date & Evidence	Evaluation of outcomes
Governor group elected (to include parents)	DL with Govs	Time / Postage	October half term		All parent governor posts successfully recruited
Staff governor election			October half term		Staff governor successfully recruited (4 applicants)
Governor training purchased	DL / GS / RH	£2000	Ongoing		
Governor services in place	DL / GS	£1000	Ongoing	DL / GS to meet with MK Gov. services May 2014	Clerking in place
Governor meetings cycle established	GS/SG/DL/NP				All in place
Sub-committees in place with terms of reference					In place and ToRs under constant review
SENCo training in place for LD	DL / LD	£800	Commences Sept 2014		Masters level course being undertaken through Northampton University HLTA course attended and passed by HLTA
Financial systems and safeguards in place Auditors appointed and first year accounts signed off	DL / BK (Finance Director)	£10000	From December	Review accounts and procedures with auditors (James Cowper & Co) March 2014	Audited accounts approved and recommendations in place.
Recruitment of new staff ensures effective course management across all areas	DL / NP	£2500	December 2014		Subject Lead Maths & MFL in place
Recruitment of new staff ensures effective course management across all areas for September 2014 and beyond	DL / NP	£1000 per ad	May 2014		Maths, Geog, E&P, PE, Physics & maternity cover in place
Student leadership opportunities in place	DL / NP	£500	October 2014 – Spring 2015	December 2014 January 2015	Subject ambassadors in place in Maths Eng, Hums Extend to all subject areas
					L1 Sports Leaders Awards in place

Priority 4: Develop and create an environment with outstanding behaviour and safety for all

Ofsted area - the behaviour and safety of pupils at the school

Task to support priority goals and targets (page 6)

	Staff	Resources	Timescale	Review Date & Evidence	Evaluation of outcomes
Ensure site is safe for all	DL & Govs	CCTV x £5000	September		CCTV in place across WC
		Signage x £200	December		Signage across site gives clear guidance to all users
All relevant Policies in place	DL / Staff			Annually with Governors (Specifically SSPW)	Safeguarding, Safer Recruitment, Trips & visits all in place
Behaviour policy followed consistently by all staff (teaching & non-teaching)	All staff			Daily and specifically within lesson obs and learning walks	Staff Survey reflect all staff Agree/Strongly Agree procedures followed consistently
Views of stakeholders collected through survey data	DL / NP		October 2013 April 2013		Twice yearly student and annual parent/staff surveys in place
Attendance policy supports good attendance and Bromcom allows lesson by lesson register	DL & Staff	£10000 PA	In place		
e-safety training in place for staff and students Awareness of sexual exploitation to Year 8 / 9 students	NP / DL	PSHCE slots x 3	Ongoing	September 2014	All staff have received appropriate training. Police have delivered training sessions to parents. Regular e-safety awareness training for all students through Thames Valley Police Chelsea's Choice presentation via Bucks LSB/Thames Valley Police.

Priority 5: To ensure that all students participate fully across all three strands of the STFS curriculum.

Ofsted area – Overall effectiveness

Task to support priority goals and targets (page 6)

	Staff	Resources	Timescale	Review Date & Evidence	Evaluation of outcomes
Academic curriculum which stimulates and challenges all students	DL / NP		Ongoing	Summer 2014 Summer 2015	
STFS will build and develop relationships with local groups	All		Ongoing	Summer 2014	Links to Medical Detection Dogs, Lions of Winslow both in place Senior Citizen's Xmas Party Great Horwood CofE primary school
STFS will develop a wide-ranging enrichment programme	NP	£2500 allocated to outside providers	End of December Term	December	Expanded further – specialist Mandarin teacher, specialist sports coaches – ECB Girls Cricket link. Additional funding and staffing in place to facilitate new opportunities – sport / science e.g. – weather balloon / 3D printers
Twinning with school in Cours la Ville France	NS / DL	£500	December 2014 and beyond		Communication established. School now meet as part of town twinning group. DL met with Gordon Wiseman. S Blewitt leading
International Schools links established	NP	Tbc (£500)	By July 2015	December 2014 and July 2015	
Opportunities established for STFS students to support wider community engagement	DL		Medical Detection Dogs – Summer 2014 Senior Citizen's Christmas Party – December 2014		Students took an active part and this is established as an annual commitment. Successfully run for 42 local residents in December 2014.



School Evaluation Form

Autumn Term 2014

Key subject summary judgements

	Criterion	English	Maths	Science	Hums	Art & Design / IT
Achievement	Pupils' learning and progress	2	1	1	2	1
	Groups' progress / PP pupils' achievement	1-	2	2	2	1
	Skills – reading, writing, communications and maths (RWCM) in the curriculum area	2	2	1	2	2
	Attainment and closing gaps	2	2	2	2	2
	Overall grade for Achievement	2	2	2	2	2
Teaching and Learning	Pupils' progress and learning in lessons	2	1	1	2	1
	Engagement in learning	1	1	1	1	1
	Teachers' expectations	2+	1	1	2+	1
	Teachers' planning and strategies	2+	1	1	2	2
	Interventions and support	2	2	2	2	2
	Teaching of RWCM	2	2	1	2	2
	Assessment	2	1	2	2	2
	Marking, feedback and homework	2	1	1	2	2
	Overall grade for Teaching	2	1	2	2	2
Behaviour and Safety	Engagement in learning	2	1	1	1	1
	Safety and mutual support	2+	1	1	1	1
	Systems for behaviour management	1-	1	1	1	1
	Pupils' punctuality to and attendance at lessons	1	1	1	1	2
	Current overall grade for Behaviour and Safety	2	1	1	1	1
Leadership	Impact on outcomes; improvement	2	1	1	2	2
	Impact on teaching and learning	2	2	2	1	1
	Performance Management and CPD	n/a	2	2	2	1
	Curriculum	2	1	2	1	1
	Literacy	2	2	2	2	2
	Self-evaluation	2	1	2	2	2
	Expectations, ambition and	1	1	2	1	1
	Current overall grade for Leadership	2	1	2	2	2+

The school is a new Secondary Free School and was opened in September 2013. Initially admitting under 100 students, it expanded to 120 by April 2014, with 81 students in Year 7 and 39 in Year 8. In September 2014 the school admitted an additional 81 students and now has 202 students. The school is currently significantly over-subscribed with over 4 applications for each year 7 place for September 2014. The school also has a waiting list in every year group. Admission Appeals were still ongoing in September 2014. Applications for 2015 showed 266 applications for the 80 available places.

Students are predominantly white British although there has been a significant growth in representation from other ethnic groups since September 2014. There are a number of students from across the European Union.

STFS is an all-ability secondary school although most students will have failed to achieve a sufficient 11+ mark to qualify for entry into the local grammar schools. Attainment on entry is therefore below Buckinghamshire average.

The school has opened in a former school building and is currently expecting to relocate to a new site in the 2015-16 year or in time for the start of the 2016/17 academic year.

Agreement was been received from the DfE to increase overall PAN from 420 to 600 in December 2014. This followed high demand with 190 applications for 60 places for September 2014 leading to an increase in admission numbers to 80. An additional 80 students will be admitted annually to accommodate a maximum of 600 to include 200 in a 6th form.

The school operates an extended day which ensures that all students undertake a wide range of extra-curricular activities. Whilst the session is compulsory, there is a wide range of activities open to students. All students undertake one homework enrichment session each week giving them an opportunity to complete homework at school, supported by staff.

The school teaches a broad curriculum which is based around the National Curriculum. The school has invested significantly in new technologies, meaning that all students are equipped with iPads and classrooms benefit from interactive TV screens and Apple TV. In addition, the school delivers a QCA accredited Level 1 and 2 3D technology courses across all years and currently has a base with 14 3D printers.

Sport plays a significant role in the development of students with all participating in at least 4 hours per week.

Students are taught four languages from Year 8 and have also been able to study sign language and Mandarin within enrichment sessions. All Year 7 students have the opportunity to participate in musical instrument lessons, covering three instruments over the year.

The School recently gained the Inclusion Quality Mark (IQM) Award following a two day inspection by an IQM assessor in October 2014.

Learning beyond the classroom is a key feature of the school with residential visits being offered in all year groups. In addition, Warwick Castle, Harry Potter World, woodland visits, visits to primary schools and regular sporting fixtures give students many opportunities to develop beyond the immediate school environment.

Following MOD/DfE approval in summer 2014, the school will open a CCF(RAF) detachment with effect from September 2015. It will cater initially for around 30 cadets and is expected to grow to a maximum of around 120 cadets. CCF staff were recruited in February for an April 2015 start.

Suggested grade: **At least Good**

Evidence that supports this judgement

Formal External Assessment

In the summer of 2014, one student sat GCSE French and gained an A grade.*

Over the year, all students in Year 7 and 8 completed one module of a three module course leading to a level one QCA accredited qualification in 3D Design and Manufacture. The remaining modules will be completed in the current year. Progression to level 2 and potentially level 3 will be available for students who choose to follow this course in KS4.

A number of Year 7 and 8 students have undertaken and passed level 3 LAMDA drama qualifications as part of their performance enrichment.

9 students achieved Gold (1), Silver (3) and Bronze (5) in the National UK Maths Challenge, putting them in the top 40% of participants nationally. Additionally, 3 other students missed out on bronze by just 1 mark.

Results of Internal Assessment

The school has used jft data as well as baseline data and prior (KS2) attainment to set challenging targets for students. We continue to use established KS3 levels but are working on a new competence-based model for 2015-16.

Students are assessed half-termly across all subjects. Department assessments are checked by SLT and in the case of core subjects are based on nationally available assessment materials. Student progress across both year 7 and 8 is better than would normally be expected. Additional support has been appropriately allocated and programmes have been established to support, spelling, reading, handwriting, numeracy and social interactions.

End of KS3 targets for Year 7 and 8 are initially based on two sub-level progress per academic year, with a minimum of 3 levels progress over the key stage. 4 level progress is however, the target for all students KS2-KS4.

<i>Based on end of year results:</i>	<i>Eng</i>	<i>Maths</i>
<i>% of Year 7 are making expected progress</i>	<i>78%</i>	<i>85%</i>
<i>% of Year 8 are making expected progress</i>	<i>69%</i>	<i>86%</i>

It should be noted that because of significant in-year admissions into Year 8, and the number of students joining from the independent sector, full KS2 data is currently held for only 27 out of 41 students. In terms of attainment, only 10% of students did not reach level 6 in Maths.

Progress for key cohorts; PP, SEN, B/G, is all in line with expectations.

Within other fields, student achievement is good. Over 80% of students have represented the school in a competitive sports fixture. The table tennis team represented the county at the regional finals. The Year 9 girls' netball team has been particularly successful and a year 9 student is at a national standard in tennis.

Why achievement is not the grade (above/below)

The school is confident that the attainment and progress evidenced to date will be reflected in national, externally validated tests.

Suggested grade: **At least Good**

Evidence that supports this judgement

A thorough formal and informal programme of lesson observation exists which ensures that the leadership team are aware of the standard of teaching across the school on an almost daily basis. The school enjoys a genuinely 'open door' approach to T&L which means that staff can expect a daily visit from members of SLT. There is a collaborative approach to T&L which has meant that staff are eager to learn from colleagues. The use of technology in classrooms is constantly developed through peer support which is being developed further with the introduction of coaching pairs and trios.

Each half term teaching and learning review has focused on a slightly different area whilst also monitoring improvements in areas highlighted in the previous review. In the first year, foci have been overall teaching and learning, differentiation, the effectiveness of teaching assistant support for SEN and marking and assessment.

Some external validation of our assessment has been gained through our links with the Denbigh Teaching School Alliance with two senior staff members from outstanding schools in Milton Keynes observing lessons with us. Subject Leads attend subject meetings within the partnership and the Deputy Headmaster attends SCITT steering group meetings on behalf of the school. The school are developing links with the Bucks Learning Trust (responsible for school support within Bucks) and senior staff from the Trust have visited SFTS on regular occasions.

In our first year, an ITT trainee English teacher undertook a successful placement with us, subsequently securing a permanent position at our school. Another ITT (Geography) teacher from the teaching school alliance was also recruited to the school. The school are members of the steering committee and will be hosting at least 3 students on placements again in 2014-15 (Humanities, English and ICT). It is planned that the school will become the lead for IT Teaching Students.

All governors from the Teaching and Learning sub-committee spend a day in school undertaking joint observations with the Deputy Headmaster prior to the governors' sub-committee meeting. This ensured that governors are aware of SLT expectations and the standard of teaching and learning in school. All other Governors accompany the Headmaster or Deputy Headmaster on a learning walk as part of their regular visits.

Teachers focus questioning in class using prompts from Blooms Taxonomy as well as a literacy mat which prompts on key whole-school literacy targets. All students benefit from two-weekly visits to Winslow Community Library which adjoins the school. In addition, all students select books from our school library. One member of staff was awarded HLTA status following an approved course and assessment.

From September 2014, LSA performance management focuses on their success in supporting the progress students with SEN. LSAs now have additional responsibility for mentoring, supporting and tracking groups of students. Learning walks have also been conducted with a specific focus on LSA support in the lesson.

The school benefits from exceptionally low staff absence with only 5 teaching days lost due to sickness during 2013-14.

Why teaching is not the grade (above/below)

We were confident in 2013-14 that the quality of teaching at the school could be graded as outstanding. With only one full review of the new staff so far undertaken, we are similarly convinced but feel that we would like to have an additional review in hand before finally making this judgement.

Suggested grade: **At least Good**

Evidence that supports this judgement

The behaviour of students is consistently exemplary. There are extremely few detentions and have been no exclusions from school. Staff report that students respond well to instructions and staff, student and parent surveys reflect a strong belief that behaviour in lessons and around school is at all times at least good.

The school has conducted two parent surveys (November and July), two student surveys (October and April) and a staff survey (April 2014). In response to the statement 'Behaviour is good at this school'.

Students 98.9% Agreed or Strongly Agreed

Parents 100% Agreed or Strongly Agreed

Staff 100% Agreed or Strongly Agreed

Incidents of bullying are very rare but where they occur they are dealt with promptly and effectively. Students are aware of how to keep themselves safe, especially online and partnerships with the local authority and local police (who visit school breakfast club every week) have supported this.

All students have attended in-school e-safety training provided by Thames Valley Police and Year 8 students recently participated in a workshop focused on the risks of sexual exploitation. Year 9 students have now also attended a workshop looking at specific issues relating to sharing of inappropriate images.

Parents have also attended a session on e-safety presented by the School and the Police. This is an annual event.

The school ensure that the site is safe through thorough supervision, widespread use of cctv (which is observed from two separate offices). Centre site staff are considered part of the STFS team with all having been DBS checked by the school. Whilst the centre is used by adult learning students, these classes take places in rooms not used by the school.

Students have a very positive attitude towards learning and lesson observation, learning walks and survey data shows that students participate fully, try hard and believe that they are making good progress.

Overall school attendance for 2013-14 was 96% and this year is at similar levels. Within this, there are small number of students who had previously been school refusers at their previous school whose attendance (whilst not yet above 90%) is much improved.

Why behaviour and safety are not the grade (above/below)

Suggested grade: **At least Good**

Evidence that supports this judgement

The school is supported by a highly dedicated group of (largely parent) governors. At the core of this group are the initial proposer group which has been supplemented by a well-qualified board of governors. Within the group there is experience of IT, Accounting and Business Management as well as Education, ensuring that governors bring valuable and relevant wider business experience to the school.

All governors are undertaking regular governor training with MK governor services. All Governors attended (with the Headmaster) and introduction to Governance course. Governors are regular visitors to the school and the T&L sub-committee has spent an afternoon observing lessons with the Deputy Headmaster. The Chair of Governors and Headmaster meet or speak regularly (at least weekly) to discuss progress.

The school is led effectively at all levels with competent middle managers quickly establishing challenging and stimulating schemes of work. All managers are competent in using new technologies and ensure that these are used effectively to inspire and raise achievement. Middle leaders have identified where additional intervention is required and challenge has ensured that there is an emergence of genuine personalisation, especially in MFL where one student has already passed GCSE French at Grade A in Year 8.*

Evidence of the quality of senior and middle management has been seen through the highly effective mentoring of a GTP student and an NQT who have successfully completed their courses this year.

The quality of support for teachers has been recognised within the teaching partnership with the school having been allocated ICT, English and Humanities trainees in 2014-15.

Effective recruitment and timetabling has ensured a very varied and comprehensive curriculum for all students which has a core of EBacc subjects supplemented by a full range of additional subjects. The curriculum established is academic in nature, giving students a solid core at the heart of their school experience. It is supplemented by a diverse range of subjects and other opportunities which allow them to develop.

All 2015-16 vacancies were filled through recruitment during February 2015. Appointments include a Subject Lead for English from an outstanding school in Wiltshire.

The school has quickly established a reputation as a popular and highly regarded school locally. Since opening, there have consistently been at least 3 applicants for every place at the school. All stakeholders report a high level of satisfaction with student behaviour, quality of teaching and the progress that students are making. Parents and students comment favourably on the opportunities presented through the enrichment session.

Student leadership opportunities are in place with student ambassadors in all core subjects, an active student leadership group and sports leaders awards in place from year 9. The CCF(RAF) will further develop these opportunities from September 2015.

Why leadership and management are not the grade (above/below)

Where relevant, the effectiveness of the sixth form or any additional provision

Suggested grade:[delete as appropriate] Outstanding (1); Good (2); Requires improvement (3); Inadequate (4)
Evidence that supports this judgement N/A
Why the sixth form or any additional provision are not the grade (above/below)

Suggested grade: **At least Good**

Evidence that supports this judgement

The school is heavily oversubscribed and has attracted a team of highly effective teachers with a genuine desire to create an ethos where education genuinely extends beyond the formal classroom setting. The school provides a calm, purposeful environment where students are keen to learn and where the learning climate allows this to happen uninterrupted. The extended day allows for both additional formal teaching time amounting to an additional 2 ½ hours per week with an additional 5 hours for less formal enrichment activities.

The school is an inclusive one, evidenced by the progress of all student cohorts within the school. The size of the school has made it popular with parents of students with some additional needs and we have ensured that all students are included across all areas of school life. The school was assessed for and gained the Inclusion Quality Mark (IQM) in late 2014.

The school curriculum has three elements, one of which is our 'community' curriculum which develops student' perception and understanding of the world around them. A relationship is quickly developing with the high school in Cours la Ville (the town with which Winslow is twinned) and it is expected that exchange visits will commence in 2016.

The school community has been active in a number of fundraising activities for local and national charities. Over £300 was raised for the British Heart Foundation to support putting a defibrillator in Winslow. Additionally, support for the Medical Detection Dogs charity has been significant with students manning stalls at their annual dog show, raising over £200. The school has also hosted speakers and their dogs for assemblies at school.

A whole-school readathon event in the summer raised over £350 for charities working with children with special educational needs. A 'Friends of STFS' summer fete raised over £2000 with money allocated to sports equipment.

In September, the school hosted a Macmillan Coffee Morning which was open to parents and local residents.

The school participated in Christmas activities in conjunction with the local St Lawrence Church. This included decorating a Christmas Tree at the church in preparation for the Christmas Services. In addition, the school hosted a senior citizen's Christmas lunch, served by students who also provided entertainment.

During enrichment, a number of students undertook research into the Great War and the impact of it on Winslow and the local villages.

We hosted a volunteer from MK Food Bank in October and, as a result, the students decided to put together three family Christmas Hampers which the charity then distributed to needy families.

The school enjoys a productive relationship with Furzedown School, a Special School whose 6th form is based at the Winslow Centre site. We have assisted by providing equipment and support for PE. The school enjoys a growing relationship with local primary schools and with both Swanbourne House School and Stowe School; local independent schools. The School Sports Day was held at Stowe School and our CCF unit will have access to their outdoor facilities and range.

Enrichment opportunities ensure that staff and students interact successfully beyond the formal curriculum. Over 60% of students have taken part in formal music lessons provided through the Aylesbury School Music Service. All year 8 students have studied French and German and many have studied Cantonese through enrichment sessions. From September, the school will offer French, German, Spanish and Italian from Year 8.

Additionally, nearly 80% of boys and girls have represented the school in at least one sporting activity with some already representing the school at District and County level. Many Year 9 students are following a Sports Leaders qualification with outreach work conducted with the local Great Horwood primary school.

The school encourages guests from the community who have presented a range of topics from careers advice, through bee farming, running a pet shop to name but a few.

Students have participated in a range of trips from a language visit within Winslow, an activities day at RAF Halton, a school visit to Harry Potter world and a woodland trip to Salcey Forest in Northants. Two additional trips will take place in the summer term with Year 8 students visiting Normandy and Year 7 students attending a Bushcraft trip in Oxfordshire. Careful planning has taken place to ensure that all students, including those with physical disabilities, are included.

A number of students have assisted BCA with two National 3D printing shows at the Barbican and the ICC in Birmingham. We have also hosted RSA Fellows looking at promoting 3D printing across schools nationally. A number of schools have begun to follow a similar 3D design course after working with us.

Following governor approval, the school submitted a bid to establish a CCF(RAF) under the joint MOD/DfE Cadet Expansion Unit Programme. The school was successful in this bid and will establish the detachment with effect from September 2015, making us 1 of significantly fewer than 100 state schools to have a CCF unit. The school seeks to establish connections with a wider range of community groups as well as providing opportunities to view other religions first hand.

With the school population predominantly white, work is being done on ensuring a greater understanding of different cultures, religions and wider traditions, both in the UK and abroad.

In September, the school opened a coffee shop for local older citizens and is now planning to offer a range of evening courses to help local adults learn about modern technologies.

The school enjoys a good relationship with a local successful performing arts group; Peploe Williams Academy. The Academy have supported our drama and performance work, including preparing students for LAMDA examinations. In return, the school regularly offer rehearsal and audition facilities within the school site.

Why the school's overall effectiveness is not the grade (above/below)

The school is essentially mon-cultural, but with a growing number of students from a variety of ethnic and geographic backgrounds. A key target is to ensure that we provide additional opportunities for students to see and understand other cultures and religions outside of formal E&P and/or PSHCE classroom-based situations.

Grade descriptors – overall effectiveness: the quality of education provided in the school – September 2014

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team. The exception is that teaching must be outstanding for overall effectiveness to be outstanding.

Outstanding (1)

- Teaching is outstanding and, together with a rich, relevant, broad and balanced curriculum, contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning. Exceptionally, achievement may be good and rapidly improving.
- Pupils and particular groups of pupils have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.
- There is excellent practice that ensures that all pupils have high levels of literacy and mathematical knowledge, understanding and skills appropriate to their age.¹
- The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including the most able, disabled pupils and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- Other principal aspects of the school's work are good or outstanding.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.

Good (2)

- Pupils benefit from teaching that is at least good. This leads to substantial growth in pupils' knowledge, promotes very positive attitudes to learning and ensures that pupils are achieving well.
- Pupils and particular groups of pupils have highly positive educational experiences at school that ensure that they are well prepared for the next stage in their education, training or employment.
- Pupils' progress is not held back by an inability to read accurately and fluently, or to use their mathematical knowledge, understanding and skills effectively. Those pupils who have fallen behind are being helped to make substantial and sustained progress in their reading.
- The school takes effective action to enable most pupils, including the most able, disabled pupils and those with special educational needs, to reach their potential.
- Other principal aspects of the school's work are likely to be at least good.
- Deliberate and effective action is taken to create a cohesive learning community through the promotion of pupils' spiritual, moral, social and cultural development, and their physical well-being. There is a positive climate for learning.

Requires improvement (3)

- The school requires improvement because one or more of the four key judgements requires improvement (grade 3) and/or there are weaknesses in the overall provision for pupils' spiritual, moral, social and cultural development.

Inadequate (4)

The school is likely to be inadequate if inspectors judge **any** of the following to be inadequate:

- the achievement of pupils
- pupils' progress in literacy
- the quality of teaching
- the behaviour and safety of pupils
- the quality of the leadership in and management of the school

¹ Pupils whose cognitive ability is such that their literacy skills are likely to be limited make excellent progress appropriate to their age and capabilities.

and/or

- there are serious weaknesses in the overall promotion of pupils' spiritual, moral, social and cultural development or their physical well-being, so that pupils are intolerant of others and/or reject any of the core values fundamental to life in modern Britain.

Grade descriptors – Achievement of pupils at the school

Note: These descriptors should not to be used as a checklist. They must be applied adopting a 'best fit' approach which relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils make substantial and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.
- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For disadvantaged pupils, the proportions are similar to, or are rapidly approaching, those for **other pupils nationally** and in the school.
- The attainment and progress of disadvantaged pupils at least match or are rapidly approaching² those of **other pupils nationally** and in the school.
- Pupils read widely and often across all subjects to a high standard.
- Pupils acquire knowledge and develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- Pupils, including those in sixth form provision and those in the Early Years Foundation Stage, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is consistently good or better.
- The standards of attainment of almost all groups of pupils are likely to be at least in line with national averages with many pupils attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of pupils are below those of all pupils nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.

Good (2)

- Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well.
- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are close to or above national figures. For disadvantaged pupils, the proportions are similar to, or improving in relation to, those for **other pupils nationally** and in the school.
- The attainment and progress of disadvantaged pupils are similar to or improving³ in relation to those of **other pupils nationally** and in the school.
- Pupils read widely and often.
- Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is generally good.
- Where attainment, including that in reading in primary schools, is low overall, it is improving at a faster rate than nationally, over a sustained period.

Requires improvement (3)

- Pupils' achievement requires improvement because it is not good.

Inadequate (4)

Achievement is likely to be inadequate if **any** of the following apply.

- From their different starting points, the proportions of pupils making expected progress, or the

² Where the attainment of disadvantaged pupils is high, any in-school attainment gaps need not be closing rapidly.

³ Where the attainment of disadvantaged pupils is high, in-school attainment gaps may exist.

proportions exceeding expected progress, in English or mathematics are consistently below national figures and show little or no improvement.

- For disadvantaged pupils, the proportions making expected progress or exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils either nationally or in the school, and show little or no improvement.
- Pupils' learning and progress in any key subject⁴ or key stage, which may, depending on the impact on overall achievement, include sixth form provision or the Early Years Foundation Stage as appropriate, indicate they are underachieving.
- Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or disadvantaged pupils and/or the most able, are underachieving.
- Pupils' communication skills (including reading and/or writing) or proficiency in mathematics are not sufficiently strong for them to succeed in the next stage of education, training or employment.
- Attainment is consistently below floor standards⁵ or is in decline and shows little, fragile or inconsistent improvement.
- There are wide gaps in the attainment and/or the learning and progress of different groups.

⁴ 'Key' subjects in primary schools are English and mathematics. In secondary schools, they are English, mathematics, science and any specialist school subjects and/or GCSE subjects with very high levels of entry.

⁵ Floor standards for 2013, 2014 and 2015 refer to the expected levels of performance set by the government in relation to standards of attainment at Key Stages 2 and 4 and the proportion of pupils exceeding the threshold in 2014 and 2015 for the number of national curriculum levels of progress made in English and mathematics between Key Stages 1 and 2 or between Key Stages 2 and 4.

Grade descriptors – Quality of teaching in the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.
- All teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
- Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately.

Good (2)

- Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately at all key stages. They ensure that pupils know how well they have done and what they need to do to improve.
- Effective teaching strategies, including setting appropriate homework and well-targeted support and intervention, are matched closely to most pupils' needs, including those most and least able, so that pupils learn well in lessons.

Requires improvement (3)

- Teaching requires improvement because it is not good.

Inadequate (4)

Teaching is likely to be inadequate where **any** of the following apply:

- As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.
- Pupils cannot communicate, read, write, or apply mathematics as well as they should.

Grade descriptors – The behaviour and safety of pupils at the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.
- Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
- Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
- Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.
- All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Good (2)

- Pupils' attitudes to all aspects of learning are consistently positive, including when being taught as a whole class or working on their own or in small groups. These positive attitudes have a good impact on the progress the pupils make.
- Pupils' attitudes to learning are positive across subjects, years, classes and with different staff.
- Pupils are properly prepared for each lesson, bring the right equipment and are ready and eager to learn.
- Pupils respond very quickly to staff's instructions and requests, allowing lessons to flow smoothly and without interruption. Low-level disruption in lessons is rare.
- There are no well-founded concerns expressed by parents, staff and pupils about behaviour and safety. Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.
- There is a positive ethos in and around the school. Pupils conduct themselves well at all different times of day, including at lunchtime, attend regularly, have good attitudes and are punctual to lessons.
- Pupils take pride in their work, their appearance and their school.
- Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.
- Pupils' good conduct and behaviour reflect the school's efforts to promote high standards. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.
- Pupils are safe and feel safe in school and at alternative provision placements; they understand how to keep themselves safe in different situations.

Requires improvement (3)

- Behaviour and safety require improvement because they are not good.

Inadequate (4)

Behaviour and safety are inadequate when **any** of the following apply.

- Pupils' lack of engagement and persistent low-level disruption contribute to reduced learning and/or a disorderly classroom environment.
- A significant minority of pupils show a lack of respect and intolerance for each other or staff and a lack of self-discipline, resulting in poor behaviour around the school. Pupils exhibit negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.

- Incidents of bullying overall or specific types of bullying are frequent and/or pupils have little confidence in the school's ability to address bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of consistent improvement.

Grade descriptors – Quality of leadership in and management of the school

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team. There is detailed guidance on evaluating safeguarding arrangements in 'Inspecting safeguarding in maintained schools and academies'.

Outstanding (1)

- The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.
- All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.
- Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance.
- Excellent policies underpin practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.
- Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching is at least consistently good and improving.
- The school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.
- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising rapidly, including in English and mathematics.
- The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.
- Senior leaders in the school work to promote improvement across the wider system including, where applicable, with early years providers to raise the proportion of children who are well prepared to start school.
- The school is adept at identifying any child at risk of harm and engaging with partners to respond appropriately. Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
- Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.
- Leaders have ensured that early years and/or sixth form provision is highly effective.

Good (2)

- Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.
- Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff.
- Self-evaluation is thorough and accurate, and the school's actions are carefully planned, concerted and effective.
- Well thought out policies ensure that pupils make at least good progress in literacy.
- Governors, or those in a similar position, systematically challenge senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.
- The school's curriculum encourages a thirst for knowledge and understanding and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence. It contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.
- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising, including in English and mathematics.
- The culture of the school is characterised by high expectations and aspirations for all pupils.
- The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.
- Leaders ensure that staff are well trained in identifying pupils at risk of harm and responding appropriately. The school's arrangements for safeguarding pupils meet statutory requirements.
- Governors ensure the efficient management of financial resources. This leads to the effective deployment of staff and resources.
- Leaders work effectively with early years providers and other schools to ensure children's smooth transition into school.
- Leaders have ensured that early years and/or sixth form provision is effective.

Requires improvement (3)

- Leadership and management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school.

Inadequate (4)

Leadership and management are likely to be inadequate if **any** of the following apply.

- Capacity for securing further improvement is limited because current leaders and managers have been ineffective in securing essential improvements.
- Improvements that have been made are unlikely to be sustainable, are too slow or are dependent on external support.
- Self-evaluation lacks rigour and is inaccurate in its conclusions so that leadership and management do not have a realistic view of outcomes or provision.
- Leadership is not doing enough to ensure good teaching for all groups of pupils, including disabled pupils and those who have special educational needs. The organisation of the curriculum and classes is resulting in some pupils achieving less well than they should.
- Leaders and managers are not taking sufficiently effective steps towards securing good behaviour from all pupils and a consistent approach to discipline.
- The curriculum fails to meet the needs of pupils or particular groups of pupils, or pupils are entered for public examinations inappropriately early. Pupils' achievement, physical well-being and enjoyment of learning are significantly impaired. The range of subjects is too narrow and does not provide preparation for the opportunities, responsibilities and experiences of life in modern Britain. Too little is being done to promote the effective spiritual, moral, social and cultural development of the pupils.
- The progress in English or in mathematics of disadvantaged pupils is falling further behind the progress of other pupils with similar prior attainment nationally or in the school.
- Poor literacy is not being tackled urgently and this is impeding pupils' progress.
- Governors are not sufficiently diligent in holding the school to account for pupils' achievement, the quality of teaching and the effective and efficient deployment of resources.
- Leaders and governors, through their words, actions or influence, undermine the promotion of tolerance

of and respect for people of other faiths, cultures and lifestyles, and so do not support and help prepare pupils positively for life in modern Britain.

- The school's strategies for engaging with parents are weak and parents express little confidence in the school.
- The school's arrangements for safeguarding pupils do not meet statutory requirements and give serious cause for concern, or insufficient action has been taken to remedy weaknesses following a serious incident. The school fails to identify pupils at risk of harm when it might reasonably have done so.
- Leaders have neglected early years and/or sixth form provision such that it is ineffective.

