

Response to the Ofsted Report (November inspection 2022) – Frequently Asked Questions

Question	Response
Who are Ofsted?	Ofsted is a government organisation that carries out inspections to grade schools as a judgement of quality and performance
What are Ofsted inspectors looking for?	Ofsted inspectors look at four main areas: <ul style="list-style-type: none"> • Quality of education • Behaviour and attitudes • Personal development of pupils • Leadership
What happens during an Ofsted inspection?	Inspectors will carry out the following activities during an inspection; <ul style="list-style-type: none"> • Observe lessons • Scrutinise pupils' work • Listen to pupils read • Look at examples of pupils' work for evidence of progress in knowledge, understanding and skills • Talk to pupils about their work to gain their views of life at the school (often outside of classroom setting) • Speak to leaders about the school's progress and next steps for improvement • Assess the school's performance through discussions with pupils and staff, governors or trustees and parents. • Observe student behaviour in lessons and on corridors • Evaluate the evidence of the impact of the curriculum plus much more • Review safeguarding procedures
What are the possible outcomes of an Ofsted inspection?	Schools receive a judgement for each of the four inspection areas, and an overall judgement. There are four numerical grades: <ul style="list-style-type: none"> • 1: Outstanding • 2: Good • 3: Requires Improvement • 4: Inadequate
What does Inadequate mean?	This means that during the course of the inspection the inspection team found the school to be failing to provide an acceptable quality of education and care for children and will need to make significant improvements immediately.
What does Serious Weaknesses mean?	Serious Weaknesses is a term used by Ofsted, following inspections, and refers to the need for the school to receive additional, external support in order to secure the required improvements. <ul style="list-style-type: none"> • Schools that are placed into a category are closely monitored by Ofsted usually by an allocated HMI (His Majesty's Inspector) to ensure that the school makes rapid improvements. • They're given an action plan for improvement detailing the areas they must address and are subject to regular monitoring and inspection by His Majesty's Inspectors (HMI), usually every term.

What differences will my child notice?	<ul style="list-style-type: none"> • The day-to-day operating structure of the school is unlikely to change in the short term. We will still expect children to arrive at school punctually and get to all their lessons on time and equipped ready to learn. However, in lessons students will notice increased levels of pace, challenge and expectations. • We will expect them to engage fully in their learning, working hard at all the challenges and tasks they are given as we all work at pace to improve the education for all our students. • Students may also see more adults in classes and around school involved in supporting or monitoring the improvement plan. The impact of all the strategies that are being put in place is aimed at enhancing the quality of the educational provision students receive and improving outcomes for all our students. • Your child's education will not be affected adversely and with a focused improvement plan and associated strategies you will see significant developments and improvements over the coming months. • We will write to you to talk through these developments.
What will parents/carers notice that is different?	<ul style="list-style-type: none"> • The school will have a new chair of the Interim Oversight Committee (IOC) and some new partners from Beckfoot Trust and external organisations who will provide an increased level of challenge and support to the leadership of the school. • The school will have regular monitoring visits from Ofsted and their findings will be shared with parents/carers. • There will be an increased focus on attendance and behaviour as we address some of the issues raised by the report. We will also be asking all parent/carers to support our drive to improve behaviour, attitudes, and attendance to an appropriate level.
What can parents/carers do to help?	<p>Parents/carers can contribute by continuing to help and support their child in working hard at school and at home. We would ask that all parents:</p> <ul style="list-style-type: none"> • Ensure that their child attends school on time every day. • Ensure that their child is ready and fully equipped to attend school, dressed in full uniform, with pen pencil ruler, their exercise books, and an appropriate school bag. • Support their child by ensuring that they complete any independent learning / revision they need to complete. • Take an active interest in what their child is learning about in school and celebrating the success and achievement with them. • Regularly talk to their child about their future plans and emphasise that their choices for future careers will be much greater if they are successful in their studies at school. By continuing to support the school's efforts parents/carers are contributing directly to improving outcomes. It will also be helpful for parents/carers to be positive with their children about what the school is doing and the steps being taken to secure improvements.
Despite the areas of improvement identified what do Ofsted say the school is doing well?	<ul style="list-style-type: none"> • The chief executive officer of the trust, in post for just over a year, has an accurate view of the school's strengths and areas for development. She is aware that improving this school is of the highest priority for the trust and is in the process of making changes within the trust to support the school. • A new executive headteacher, in post for a few weeks, has brought in fresh ideas.

	<ul style="list-style-type: none"> • The head of school, who also took up a substantive post in 2022, has already won the hearts and minds of staff. • Current leaders have the aptitude to improve the school. • The new leadership team has implemented a range of strategies to re-establish high expectations in the school. Many of these changes are proving to be successful. • Pupils do have some positive experiences in classrooms. In art, for example, pupils in key stage 3 enjoy their lessons. They are fascinated by the work of the famous artists they study. In history, a well-thought-through series of lessons helps pupils to develop a deep understanding of eras from the past. • Pupils are well supervised throughout the school day. • Staff are shown more respect than they were a year ago. • Students in the sixth form are accessing a quality provision. The attendance of sixth formers is high. Their lessons are purposeful and not disturbed by poor behaviour. They are supported to develop their leadership skills, encouraged to develop levels of independence and offered high-quality careers advice. They achieve well in exams and move on to appropriate destinations. • Across all year groups, an appropriate personal, social, health and economic education (PSHE) curriculum is in place. It is well thought through. Leaders routinely use their knowledge of local risks and concerns to update this curriculum. • The arrangements for safeguarding are effective. • Pupils have several adults they can go to when they need help and advice. • Pupils are supported by a large and efficient safeguarding team. Staff have received appropriate safeguarding training. They know the signs to look out for that may suggest a child needs help.
What does the school need to do to improve?	<ul style="list-style-type: none"> • Review the curriculum for Years 7-11 • Review plans and support to improve reading, writing and application of mathematics • Continue the work being done to support vulnerable and SEND pupils • Improve pupils manners and respect • Raise attendance levels • Ensure all pupils have access to cultural development opportunities to broaden cultural capital • Ensure staff know and understand the whistleblowing procedures • Improve Trustee oversight to increase both support and challenge
What is Ofsted Parent View?	<ul style="list-style-type: none"> • Ofsted Parent View is an on-line questionnaire and is the main source for gathering parents' views about a school when it is inspected. When parents and carers are notified of the school's inspection, they have an opportunity to contribute their views through a short set of questions. • Ofsted Parent View also gives parent/carers the chance to tell Ofsted about their child's school at any other time.

	<ul style="list-style-type: none"> We will re-visit these questions with you over the coming months and will use your views on these areas as one way to measure progress.
When will the school be inspected again?	<ul style="list-style-type: none"> Inadequate schools will have their inspection schedule individually agreed with Ofsted. This usually involves monitoring, alongside support to improve their rating. Beckfoot Oakbank are expecting Ofsted to return within 18-30 months However, monitoring visits from Ofsted will take place to ensure that progress is being made.
How will the school come out of 'Serious Weaknesses?'	<ul style="list-style-type: none"> Over the coming months regular monitoring visits will take place conducted by a senior inspector, normally a HMI (His Majesty's Inspector), who will consider the progress the school is making in addressing the areas for improvement. At some point in the future the school will again be fully inspected, and a judgement made about provision and outcomes. If the required improvements have been made the school will no longer be subject to "Serious Weaknesses". Although the report was very disappointing the school is confident that the outlook for the future is very positive. The additional support and regular monitoring that will be provided will help to ensure that rapid progress will be made. All staff at the school are determined to do all they can to secure the required improvements. It is important that parent/carers continue to support the school in every way they can as the future success of the school is heavily reliant on a close and effective home/school partnership.