

What Ofsted recognised as good practice

"Pupils participate in an extensive and rich curriculum. This motivates and engages pupils, and develops a good understanding of the world they live in."

"The early years environment is vibrant and stimulating...the classrooms and outdoor space provide well for all aspects of the early years curriculum."

"Pupils are enthusiastic about their learning and behave well. They offer visitors a warm welcome and are keen to engage in conversation."

"The school is improving. The headteacher, senior leaders, governors and the multi-academy trust are moving the school forward."

"Leaders' use of pupil premium funding is increasingly effective...disadvantaged pupils are making rapid progress."

"Strong leadership by the special educational needs coordinator has resulted in high-quality provision for pupils who have special educational needs and/or disabilities"

"Pupils are safe in this school"

"Teaching Assistants work effectively alongside teachers and provide good support to individuals and small groups of pupils."

"The school's core values are woven into the daily life of the school. This results in pupils having positive attitudes towards one another and adults."

Why 'Requires Improvement'?

A new national curriculum introduced with a significantly raised bar in terms of attainment and the testing process.

New assessment strategies used for monitoring attainment and progress throughout the school.

A unique and complex cohort of children with a high level of need, many of whom joined the school only for a couple of years. Outcomes were much broader than academic achievement and represented significant positive life changes.

A snapshot in time that was limited by poor data outcomes for the past two years.

Strategies and interventions that have been put in place have not yet had time to have their full impact, changes to structures and approaches have not been in place long enough yet.

But...

The future of The Blake School is not dependent on individual people – the whole team are committed to the school and to continual improvement.

The report endorses the capacity for improvement that is already within the school and states that senior leaders and ODS are now moving the school forwards.

The data coming through the school is strong and is broadly in line with national measures.

Areas for development

Key learning points and next steps

Staff and Governors remain committed to providing a broad, rich and exciting curriculum alongside academic rigour, rather than simply 'teaching to the test'

The existing School Development Priorities, endorsed by Ofsted, will continue to be worked on for the remainder of the academic year.

The annual parent/carers survey, as well as questionnaires for staff and children will take place just prior to the Easter break so that staff and Governors can weave their views into development priorities for the next academic year.

Staff will explore how to increase the sharing of good practice between them.

Senior leaders and Governors will reflect on how to respond more quickly to national changes and challenges.

A culture of increased expectations will be developed so that all children are encouraged to achieve the best they can.

Governors will increase their level of strategic challenge and their monitoring will be shared more widely.

Assessment information will be used to ensure that next steps in learning are based on existing knowledge.

Ofsted will be back within two years to determine whether all of the currently new systems and interventions have been embedded and had the required impact on data.