

31 January 2018

Special measures monitoring inspection by Ofsted

Dear Parents,

I am writing to let you know the outcome of a monitoring inspection by Ofsted on 10th-11th January. Thanks to the incredible amount of hard work put in by our staff and students, with the support of parents, governors and our Multi Academy Trust (Norfolk Academies, which is part of the TEN Group), we received the following outcomes. The inspectors found that:

- We are taking **effective action** towards the **removal of special measures**
- Our **improvement plan** is **fit for purpose**

These are really important outcomes which – alongside the positive feedback from November's monitoring visit on Safeguarding - show that we are on course to move out of special measures. Here is a summary of key points in the Ofsted letter, which you can [read in full](#) on our web site.

The effectiveness of leadership and management: Inspectors said that we have built on the safeguarding improvements observed in November by making further improvements to students' behaviour and safety. Consequently, "Expectations of how pupils should conduct themselves, and how staff should manage behaviour in lessons, have been raised." Middle leaders are playing a greater role in leading and monitoring improvements. Pupil premium funding is now being used more effectively, for example to accelerate the reading skills of students in key stage 3.

What more we need to do: Norfolk Academies has been asked to set clearer targets to help us measure the impact of improvements. The trust has done exactly this and its revised statement of action is now with Ofsted. Our Governors have also been challenged to ask more challenging questions of the senior leadership team about the improvements being made.

Quality of teaching, learning and assessment: The inspectors said that teaching, learning and assessment are benefitting from "clear signs of growing consistency". They saw no incidents of unacceptable or disruptive behaviour in lessons. They recognised that the incidence of disruptive behaviour in lessons has "fallen significantly", that there is better planning of lessons to ensure suitably challenging work for students of different abilities, and that progress has been made in improving the quality of students' presentation of their work.

What more we need to do: More needs to be done to fully eradicate disruptive behaviour in lessons. Gold, silver and bronze tasks need to be planned so that all students are consistently challenged. The presentation of students' work can be improved further, particularly amongst boys. We want all students to show pride in their work and will step up our focus on this, including making sure that common spelling, punctuation and grammar mistakes are consistently addressed.

Personal development, behaviour and welfare: The inspectors describe Wayland Academy as having a "positive, purposeful ethos". They go on to say that students say they feel "very safe" at the school and that they are clear about how to report any bullying or safeguarding concerns. They also confirm that, overall, attendance is rising. The introduction of the PALS system was highlighted as working well.

What more we need to do: Improving attendance remains a key priority, particularly for disadvantaged students and those who have special educational needs. Utilising our attendance officer, who has led recent improvements, we will continue to work with students and parents on bringing down rates of absence as this is absolutely critical to their ability to achieve and succeed.

Outcomes for pupils: Improvements in behaviour management, coupled with interventions to support students' learning in English and Maths, are leading to improved progress being made by older students.

What more we need to do: To ensure further improvements in outcomes and progress are seen for all students, the inspectors say that greater consistency is needed in teaching, learning and assessment. Clearer timescales for students to complete work are needed, in some cases, to ensure work is completed promptly and that good progress is made. Ensuring that progress, as well as attainment, improves for every student, is a key priority.

What next?

Ofsted have confirmed that we have an improvement plan that is fit for purpose and that we are making effective progress. Our key focus now is: consistency, consistency, consistency! That is my challenge to all my staff: that we provide the best quality learning and support, clear expectations about behaviour, and that we set work that moves at the right pace and which challenges every student in every lesson.

We need consistency from our students too: our expectation is that every piece of work is completed with care, attention to detail and pride in producing the best that they are capable of. As parents and carers you have a huge part to play as well, by helping to ensure consistency of attendance and that your child comes to school prepared and ready to do their best.

As ever, please don't hesitate to contact me if you have any queries about any of the above. Thank you for your continued support as we work together to help your child to attend, achieve and progress.



Glen Allott
Principal