

# VISION

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Good  
Provider

## King James I Academy Ofsted Inspection Special

Following our recent inspection by *Ofsted*, we are pleased to announce our official status as a 'Good' school. This is a summary of the report which you can read in full on our website.

## Positive Attitudes

*"Pupils are proud to be part of the school. Pupils want to learn and they enjoy learning. They work well together and show real respect, understanding and concern for each other."*

Ofsted 2017

In terms of personal development, behaviour and welfare, inspectors observed many positives at King James.

They praised the range of approaches we use to prepare our students for adult life such as assemblies, tutor time and lessons, alongside the range of opportunities we provide for students to take on roles of responsibility.

*"Students develop a clear sense of self-worth and respect the views of others."*

They commented on the roles of Prefects in supervising and mentoring younger students, and were impressed by the dedication of our students in organising a wide range of charity events.

*"Opportunities encourage students to deepen their understanding of their place in the world and promote good citizenship."*

Inspectors observed the positive relationships between staff and students at King James.

*"Staff know the students very well. Pupils are thankful for the extra opportunities, celebration events, after-school clubs and holiday sessions that staff organise."*

Numerous positive comments were made about our Code of Conduct.

*"There is an ethos of respect for all, and students believe that 'being different' is something to be celebrated."*

*"Students are well behaved and arrive to lessons on time and ready to learn. They wear their uniform with pride and the atmosphere is calm around school."*



# Looking after your Child

*"Leaders at all levels are ambitious for the Academy and have a shared ethos of high expectations and high standards across the school."*

Ofsted 2017

When judging the effectiveness of leadership and management, inspectors praised the committed approach taken, and observed that, "the shared ethos of high expectations has improved the quality of teaching, leading to better results."

*"The Head Teacher's resolute approach to raising teachers' and pupils' expectations and standards is shared by the whole school community."*

Inspectors noted that both staff and parents feel that King James is "well led and managed." They also commented that "leaders work tirelessly to identify and remove barriers to learning" and praised the "shared responsibility for student welfare, development and achievement."

They acknowledged the positive impact of regular meetings between Senior Leaders and Middle Leaders in driving forward departments.

*"Middle Leaders are enthusiastically driving forward improvements in their subject areas and year groups."*

*"Staff training is closely matched to improving student achievement and ensuring their safety and welfare."*

The report commended our approach to regular staff training and the opportunities provided which ensure our staff are able to improve their professional practice.

The way we use our funding was also praised in the report. Inspectors commented on the positive support given to disadvantaged students, who have access to a range of extra-curricular activities, and how we support our students with special needs.

*"Funding used to support students who have special educational needs and/or disabilities has been used effectively over time."*

In terms of our curriculum, inspectors were impressed by the variety of subjects on offer and by the level of consideration given by leaders in selecting subjects to suit our students' needs.

*"The curriculum is broad, yet personalised; it takes into account the needs of individuals and their future aspirations. This motivates students to do well."*

We pride ourselves on the range of extra-curricular opportunities we offer our students and this was also acknowledged as a positive in the report.

*"The school provides students with an exciting range of enrichment opportunities including visits to a wide range of interesting places."*

Safeguarding is a major consideration for us at King James and this did not go unnoticed by Ofsted inspectors. They commented on our "strong team approach which ensures that staff prioritise and deal with situations swiftly."

*"Arrangements for safeguarding are effective and pupils feel safe in their school. They are confident that issues will be dealt with quickly and effectively due to positive relationships with students and their families."*

# Learning to Succeed



*"Teachers demonstrate good subject knowledge and use effective questioning. They know their students well and plan activities that challenge them."*

Ofsted 2017

Inspectors observed a large number of lessons across all subjects during the visit and judged the standard of teaching overall as 'Good'. They commented on the level of subject knowledge of our teachers and reported that this "instils confidence in students and encourages them to do their very best."

*"Teachers plan activities that challenge students and because of this, they respond with enthusiasm and make good progress."*

In relation to lower ability students, it was noted that lessons were "well structured to meet their needs" and that they "responded positively and achieved well, reaching their full potential over time."

Our Key Stage 3 reading programmes were also commended, especially in relation to disadvantaged students and those with special educational needs.

*"Reading programmes have ensured that pupils throughout Key Stage 3 are reading fluently and with confidence."*

Meetings were held with groups of students across all year groups as part of the inspection process. When questioned by inspectors, our students were "positive about the impact of homework and learning outside of school." They were also "appreciative of the after-school and holiday sessions provided for them to enhance their learning."

Our team of support staff were also observed as part of the inspection process; the report noted that the team were well utilised throughout school.

*"Support staff are knowledgeable about students' needs and fully involved in lesson planning."*

When judging student progress, Ofsted inspectors considered individual targets, the quality of student work in books and our assessment and tracking methods, alongside exam results.

The report praised the sustained improvement of our students and noted that in 2016, exam results were "in line with, or above, the national average."

*"Current progress is good and improving. Students benefit from strong teaching across a wide range of subjects. Teaching in English, Mathematics and Science is strong; this is evident in the work students are producing."*

In terms of our most able students, inspectors reported that good progress is made. It was observed that disadvantaged students make "better progress in some subjects than that of others nationally", and in relation to students with special educational needs, the report observed that "most make strong progress from their starting points, and meet their individual targets"

*"Students with special educational needs and/or disabilities make strong progress because of effective planning and teaching."*

*"Governors are unwavering in their support for the Head Teacher and are justifiably proud of all that the school achieves."*

*"Pupils' progress across a range of subjects, including English and Mathematics, is good. Standards are rising and disadvantaged students achieve well."*

# Creating Opportunities

*"Students are well prepared for the next stages of education, training or employment. There are many well-planned and carefully focused opportunities."*

Ofsted 2017

Ofsted inspectors looked closely at our Sixth Form provision and our 16 to 19 study programmes. In the report they identified a large number of strengths including the quality of leadership, which students openly value, and the quality of teaching and assessment.

*"The overall quality of teaching, learning and assessment is good. Relationships between staff and students are productive and supportive. Students speak highly of their teachers."*

It was noted in the report that the school "provides a range of both academic and vocational courses, which allows students to access the qualifications they need for their future."

*"A large proportion of students benefit from work experience and have been given opportunities to visit businesses."*

The report commended the opportunities we provide for personal development and the "diverse enrichment programme and effective careers advice and guidance programmes."

*"The provision for personal development and well-being is excellent. The proportion of students who move onto university or apprenticeships is consistently high."*

Inspectors observed our Sixth Form students both in and outside of lessons and praised their roles in school as learning mentors, lunchtime supervisors and bus marshals.

*"Students are mature and excellent role models for younger year groups."*

Following meetings with Sixth Form students, inspectors commented that students were "well aware of the importance of regularly attending school and therefore attendance is good." Inspectors also observed that there is an "ethos of high standards and expectations."

*"Students are valued and their views are recognised. They feel safe, and are safe."*

When assessing our Sixth Form results, inspectors reported that these were good due to the fact that students were "taught well and worked hard."

It was acknowledged that our students "benefit from supported study time" and that the regular meetings which take place between the Head of Sixth Form and subject teachers ensure that progress is regularly monitored and information used effectively.

*"Progress information is used to target appropriate support for students so that they do not fall behind."*



*"Leadership of the Sixth Form is a strength. There is an ethos of high standards and expectations. This is evident with all staff and students."*

## Summary



Overall effectiveness:  
Good

Quality of teaching, learning and assessment:  
Good

Personal development, behaviour and welfare:  
Good

Outcomes for pupils:  
Good

16 to 19 study programmes:  
Good