

Parent Forum

Ofsted Inspection Feedback

07/07/26

Be Positive
Be Kind

PROUD

Be Confident
Be Reflective

Introductions

School Senior Leadership Team:

- Dave Williams – Headteacher
- Claire Johnson – Deputy Headteacher
- Helen Storr – Deputy Headteacher
- Matt Clark – Assistant Headteacher
- James Furness – Assistant Headteacher

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Areas of Developing Strength

Curriculum and Teaching

New curriculum is not yet fully embedded but is well considered

Lessons are taught increasingly effectively but teaching is not yet precise enough

Where strategies are used well, pupils have higher aspirations

Inclusion

Disadvantaged students are now better supported than in the past

Individual barriers are understood by leaders

Curriculum better reflects their needs

Leaders are ambitious that all pupils will achieve their best

Leaders navigate the specific vulnerabilities of students to develop a sense of belonging

Alternative provision is in the best interest of the student and progress and wellbeing is checked

Areas of Developing Strength

Leadership and Governance

The new leadership have identified and begun to act upon the significant weaknesses facing the school

Some aspects of the school have begun to improve and other challenges are being addressed.

Leaders have identified the right priorities but implementation of them is embedding or not yet started

Governance has been restructured and improved but a more strategic insight is required

More stability has brought greater confidence in leadership

Professional learning is more precise

Engagement with stakeholders has improved

Personal Development and Wellbeing

The curriculum has been significantly strengthened

Students access the full entitlement and the curriculum goes beyond statutory requirements

Leadership opportunities help older students to be role models

Leaders are committed to making enrichment fully inclusive

The careers programme is well considered and gives students an understanding

Support and care is very effective

Students learn how to look after themselves

There is a culture of mutual respect becoming embedded in the school

Areas of Developing Strength

Achievement

Some positive steps can be seen in students work

Younger students have benefitted from more effective teaching

Some SEND students are achieving more positively

Attendance and Behaviour

Attendance is more positive for younger year groups

Incidents of poor behaviour have reduced of late

Students focus in lessons has improved

Students are more confident that staff will deal with this

Leaders are steadfast in their expectations and the climate for learning is beginning to improve

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Next Steps – Areas for Improvement

Leaders must ensure that their attendance strategy leads to increased rates of attendance and reduced persistent absence, particularly for disadvantaged pupils with special educational needs and/or disabilities (SEND)

Leaders and those responsible for governance must ensure that highly effective action is taken to increase pupils' achievement and ensure that pupils are well prepared for their next stage of education, employment or training

Leaders must ensure that the curriculum is implemented effectively, particularly for disadvantaged pupils and pupils with SEND, so that gaps in foundational knowledge are addressed and pupils achieve well

Next Steps – Areas for Improvement

Leaders should ensure that pupils' barriers to learning are identified precisely and that staff make effective use of information and strategies to support pupils' learning and adapt

Leaders should ensure that the school's behaviour policy is implemented consistently so that disruption to learning is further minimised and that pupils develop resilience and self-discipline

Leaders should ensure that pupils have a secure understanding of the personal development curriculum, particularly knowledge of those who are different and of fundamental British values.

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'Top 5'

A detailed Post-Ofsted Action Plan, that builds on our previous development plan has been created to ensure that all areas within the inspection report are improved. However, the main areas of focus for are as follows:

- **Teaching:** Improve the quality of teaching and learning by understanding the pedagogy around the strategies and ensure that this is delivered consistently in every lesson, every day
- **Curriculum:** Ensure that the curriculum is implemented effectively and appropriately adapted to meet the needs of students, increases their aspirations and removes barriers
- **Achievement:** Improve the outcomes and progress across all key stages, through an effective assessment and feedback cycle
- **Behaviour:** Consistent implementation of the behaviour policy
- **Attendance:** Attendance is everyone's business and should be reinforced at every opportunity, ensuring that we support students to attend.

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Frequently Asked Questions

I'd like to ask what improvements and adaptations are to be made to support both SEND children and those children who experience difficulties in school who don't quite 'fit in the box'?

There is a need to further develop the SEND provision in the school through effective interventions, and this is planned to take place. However, before this happens, we need to better assess the needs of the students, and a Trust wide strategy is being developed for this.

Is there to be more training and awareness in this area made available to staff members, as from our experience there is a distinct lack of understanding and empathy from a lot of people within school?

The number of EHCPs in the last four years has increased from 11 to 44. The speed of this change has meant that the training for staff has lagged behind, and a comprehensive training plan is being developed to ensure that staff understand the needs of the students in their classes and are then able to adapt their teaching to meet these more effectively.

Frequently Asked Questions

With all areas either 'Needing Attention' or 'Urgent Improvement' what are the 3 key actions that senior leaders are prioritising?

As mentioned earlier in the presentation, there is a detailed Post-Ofsted Action Plan that has been created to support all areas identified. However, the 'Top 5' will be the key drivers to ensure improvement happens at pace. Teaching and Learning will be the main focus as our core business.

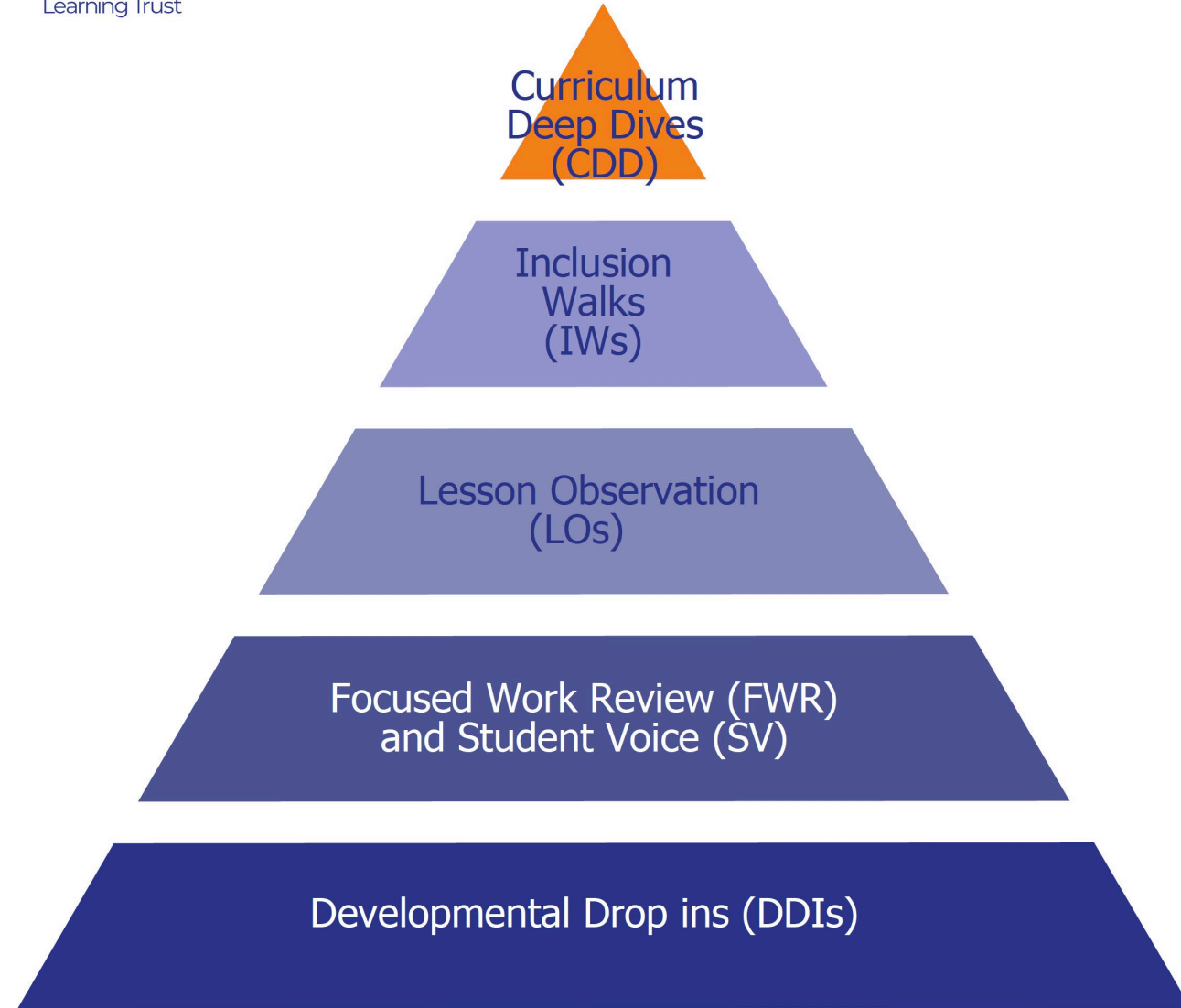
What is being done to accelerate progress before Ofsted's next monitoring visit to mitigate the future impact for all pupils?

A Post-Ofsted Action Plan has been developed, building on our previous plan that addresses all of the areas that have been identified in the report. As the report suggests, there are elements that we are already working on, where Ofsted saw improvements. A significant amount of support is being provided for the school from the Trust to support the delivery of this and key dates for completion and key performance indicators have been identified in each area. Weekly support and regular assurance visits from the Trust and HMI will accelerate this progress.

Predicted timeline for next monitoring visit, I appreciate this could be guess work?

We have been told that there will be a phone call with a HMI within 3 months and a monitoring visit within 6 months. These will be confirmed in due course.

Assurance Cycle



Frequently Asked Questions

How is the school ensuring that pupils who are committed to learning are able to thrive, rather than simply cope, in an environment where behavioural issues are impacting their education?

As part of our Post-Ofsted Action Plan, there is a specific section in relation to behaviour, that identifies some key strategies for us to develop. This includes reviewing the behaviour framework that we have, developing a behaviour curriculum and also looking at additional interventions for certain students as appropriate and necessary. We are also moving away from teaching in form groups in the majority of lessons and it is expected that this will settle certain classes.

Another element that factors into this, is also the quality of teaching and a training package is being developed to ensure that there is a clear structure to lessons, that minimises the opportunities to be involved in low-level disruption.

The inspection identified green shoots in relation to behaviour but there are particular groups and individuals that still cause us concern, but these are in the minority.

Frequently Asked Questions

Improvement Plan - The letter mentions that a comprehensive improvement plan has already been developed.

Could you share the key priorities of this plan?

The 'Top 5' are the key priorities of the POAP to drive improvement at pace. These will be the main focus for the school.

What are the expected milestones and timelines for achieving them?

Half-termly reviews of the POAP will take place to ascertain the progress being made and impact reports will be created. The plan covers the next two academic years.

How will progress be measured and reported to parents?

The KPIs that will be based on improving data from this year will be used to measure progress on a half-termly basis. Parent Forum meetings will be arranged to feedback the progress that is being made and an impact letter will be sent out to provide information to all parents. There is also a need to improve stakeholder voice and this will be part of a communication strategy.

When do you expect the school to be ready for its next Ofsted inspection?

The school will be fully inspected in the next two years and we would expect to be able to demonstrate significant improvement in this time. The HMI can also change the gradings during monitoring visits.

Frequently Asked Questions

Curriculum and Teaching

What specific changes will be made to improve the curriculum and classroom teaching?

A full curriculum review has already taken place, and this will be implemented in September. New curriculum has been put in place for Maths and Science, with support of the Trust. An increased focus is also being placed on developing the functional skills of all students. A new 'Teacher Playbook' and T&L framework has been developed by the Trust, and this will bring a much clearer structure to the lessons moving forward and teaching staff will start to be trained on this in September.

Are there plans to introduce more practical and hands-on learning, particularly in science and other STEM subjects?

The school follows the National Curriculum and will allow seek to provide more practical learning opportunities when this is appropriate and necessary. A new curriculum was introduced in Science in September 2025, and this should lead to more opportunities for practical work to be completed.

How will you ensure that teaching consistently challenges students of all abilities?

A key element of the 'Teacher Playbook' is to better understand the students that are being taught and how teaching is adapted to increase aspirations for all students. There is a need to increase the pace and challenge in lessons, through greater emphasis on students completing independent work each lesson and increased assessments to check for understanding and gaps in learning.

Frequently Asked Questions

Teachers and Leadership

Are you planning to recruit new teachers or strengthen leadership in key subject areas?

We are fortunate that the school is fully staffed with specialist teachers in all areas. Although there will always be natural turnover, it is not expected that there will be significant changes to the staffing. However, what is required is the delivery of a comprehensive training programme for teaching staff and middle leaders, to ensure that the plans can be delivered and effectively quality assured in the classroom. It is important to note that all members of the school's Senior Leadership Team have a track record of school improvement and is a relatively new team. The school does not need any additional leadership turbulence. We need stability.

Will existing staff receive additional training and support?

As mentioned above a comprehensive training plan is being developed, which will be delivered through professional learning time on a weekly basis. A Teaching and Learning conference will be held in September to launch the 'Teacher Playbook'. School leaders and staff are working alongside Central colleagues to guide their work. Additional external support, brokered by the DfE (RISE) is expected in addition to this.

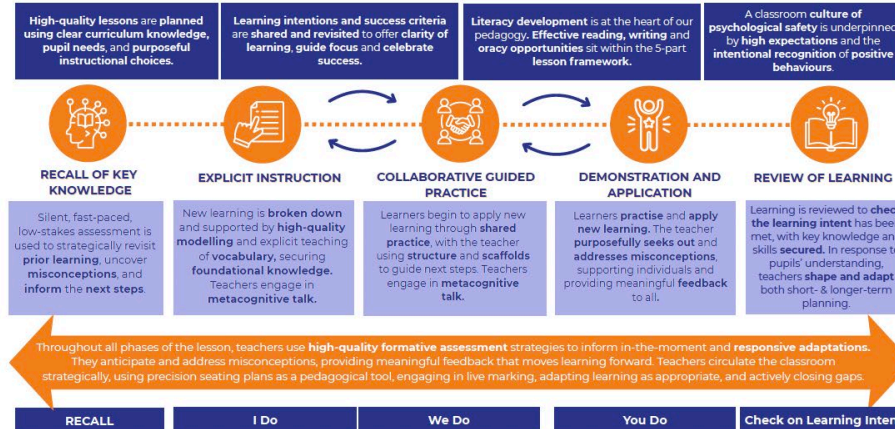
If staffing changes are planned, how will you minimise disruption to students?

Significant changes are not planned or required. The staff are experienced teachers that require support in specific elements of teaching and learning pedagogy, which will be delivered through the professional learning detailed above.

The Minerva Way: Our Approach to Excellent Teaching - Every Lesson, Every Day



Our practice sits within a research-led, evidence-informed approach that values **joyful learning** — moments that **spark curiosity, connection and purpose**, strengthening pupils' motivation and their willingness to think hard and work hard.



Our principles offer a framework—not a script—empowering teachers to use professional judgement and adapt to the needs of each pupil, class and context.

OUR PLAYBOOK ROUTINES - Great AFL	
SHOW ME	Mini whiteboards allow all pupils to respond at once, giving quick insight and instant assessment.
COLD CALL	Teacher asks a question, pauses, then selects a pupil to answer.
ACTIVE OBSERVATION	Teacher circulates purposefully, seeking out misconceptions, and giving timely feedback to both individuals and the whole class.
SHOW CALL	Teacher shares a student's work to highlight strengths, address errors, and model improvements.
NO OPT OUT	Pupils who don't know an answer are supported until they can give the correct one.
THINK, PAIR, SHARE	Pupils think individually, discuss in pairs, then share with the class.

TOP TIPS!
Have multiple copies of precision seating plans, for each class, so you can write, circle and annotate.

What is the feedback from your AFL and use of visualiser tell you about individuals and whole class? Who has not answered? Which, and how many, students are answering correctly or incorrectly and which concepts will need re-teaching?

Keep a copy of the students' worksheet in your Active Teaching File. Note down misconceptions to help inform next steps. Keep a blank exercise book to model and use for feedback.

Use a visualiser for LIVE feedback

Model WAGOLL | Talk through thinking process | Walking Talking Mock | Share assessment criteria | Celebrate work | Whole class feedback | Show PROUD examples | Model peer marking

Positive Climate

- PC1 Silent independent
- PC2 One voice active listening
- PC3 Paired or group conversation

FEEDBACK - EVERY LESSON, EVERY DAY!

<p>WHOLE CLASS</p> <p>Stop the class and address common misconceptions. Model and/or demonstrate.</p>	<p>INDIVIDUAL</p> <p>Target students to show work under the visualiser. Purposefully seek out students whilst circulating.</p>
<p>PEER</p> <p>Structured peer assessment checks understanding and corrects thinking. Provide clear success criteria for specific, actionable feedback.</p>	<p>SELF</p> <p>Build in regular opportunities for students to reflect on and assess their own work. Use success criteria to identify improvements and act on feedback.</p>

INDEPENDENCE | INCLUSION | RESPECT | SUCCESS

T&L Framework

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Frequently Asked Questions

Impact on Students

Do you expect some families to move their children to other schools following the Ofsted outcome? If so, how will this affect class sizes, subject choices, staffing, and resources for students who remain? What support will be provided to reassure current students and parents?

When there is an inspection outcome of this nature, as expected there are a significant number of questions that are raised. Overall, the feedback from parents has been constructive and they wish to support the school to move forward. The Ofsted report clearly recognises that changes have been made and will continue to be made moving forward.

The staffing and resources for the school are reviewed on a regular basis to ensure that we can offer the best education for the students as well as ensuring value for money. Unfortunately, at a national level, education funding is stretched and this is having an impact across the sector. However, the changes we have made this year, has meant that the school is in a stable position moving forward and it is hoped that this will continue and therefore the impact will be minimised.

Significant support will be provided by the Trust to ensure that the right support is in place to minimise the impact on the current students.

Frequently Asked Questions

Student Enrichment

Academic improvement is essential, but student motivation is equally important. Are there plans to expand extracurricular opportunities?

The school is committed to creating a broad and balanced offer to the students, including extra-curricular activities. The move to a single lunch has meant that staff and facilities are available within the school to enhance the enrichment offer already in place. This will be further strengthened in September. To support this, a visits calendar has also been created to increase the opportunities for all students to be involved in a wide range of activities and the participation rates will be monitored as part of this.

Frequently Asked Questions

What do you believe are the main factors contributing to these low attainment results?

There are a wide range of factors affecting the achievement of students, including quality of teaching, assessment, feedback and also attendance. It is expected that the Year 11 who have just left will have performed better than the previous year, due to the changes we have already made. Student attendance, especially at KS4, is a significant contributing factor.

What specific actions have been implemented to improve student performance and increase this percentage going forward?

A new assessment cycle has been created for the next academic year, based on curriculum milestones in each subject. This means that students will be assessed on a more regular basis in all year groups and their progress monitored against this. A new set of meetings for raising achievement will be introduced at Key Stage 3, mirroring what is already happening in Key Stage 4 to improve the progress they are making. The investment into teaching and learning will be significant and this will ensure that students learning is monitored in every lesson more effectively, so misconceptions are addressed.

Frequently Asked Questions

How regularly are individual assessments carried out to identify when a student may be falling behind academically?

Students learning will be continually assessed as part of the new lesson structure. Formal assessments will take place twice per year but there will be more regular assessments taking place at the end of a topic to determine whether milestones have been achieved. Our new Foundational Skills provision will support those who have a literacy or numeracy barrier to learning. Our new Accelerate KS3 intervention programme will more swiftly close gaps in learning. The robust programme of support for Y11 will remain in place.

What support systems or interventions are put in place to ensure students who are struggling are given the best possible opportunity to catch up and achieve the required grades?

It is expected that the assessments mentioned above will be used by the classroom teacher to adapt their teaching as necessary to ensure that learning is embedded. A range of interventions are being developed in each subject, to consider how elements of the course are revised and recapped prior to an assessment. Following each assessment, there will then be reflection time, where a review of the assessment will take place and any misconceptions are dealt with straight away.

Frequently Asked Questions

How are parents informed when their child is experiencing difficulties academically?

From my own experience attending parents' evening this year, I found the process to be quite rushed and somewhat disorganised, which made it difficult to have meaningful discussions regarding progress.

The data will be reviewed through tracking systems that have been developed to monitor progress. Key Stage 3 data review meetings will be put in place to review this data and identify where underachievement is occurring. This will then be addressed by Subject Leaders and if necessary further assessment carried out to identify barriers to learning for individual students.

The new curriculum milestones and the assessment cycle to support this, will be an important element of recognising where support is needed for individual students.

A review of parents' evenings has been undertaken to consider how these can be better organised and provide more time for individual discussions to take place. The length of these has been extended in the next academic year.

Frequently Asked Questions

When will education and learning be valued more than uniform?

Since joining the school, the quality of teaching and learning have been at the forefront of all of the plans that have been put in place. This was recognised by the inspection team but they were unable to see this fully embedded as yet. The same applies to outcomes.

The uniform policy has been in place for a number of years and like many other schools, we seek to enforce this as part of our processes and policies. However, this has not taken a precedent, but I am keen that if we do have policies that these are implemented appropriately.

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Next Steps

A meeting with the DFE to discuss the support for the school

Implementation of the POAP with regular impact reports against KPIs

Phone call from the HMI to review the progress since the inspection

HMI monitoring visit to judge the progress being made by the school and potentially change some judgements

Regular reviews, feedback and impact reports against the KPIs

Feedback to stakeholders at regular intervals

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How Parents/Carers Can Help

Achievement: Celebrate the progress your child is making by attending parent evenings to discuss the next steps in their education.

Attendance: Support us in emphasising the importance of attendance and ensure that your child attends as often as possible.

Punctuality: Ensuring that your child is at school by 8.40am, so they are ready to start the day with their form time activities that will support learning.

Partnership: Work with us as a partner to support your child when they get it right or sometimes when get it wrong.

Events: Attend school events where we can showcase the great work the students are doing and you can provide feedback to us about what is working or what needs further development.

Become Involved: Join the Parent Forum, which will be used to communicate the progress that the school is making.

Together, we can make this the best inclusive, small school in Sheffield, but we can only do this if we are working in partnership to support your child.