



IN UNITY WE SUCCEED

ACADEMY BLACKPOOL



Post Ofsted Parent Information Session

Inspection Timelines

- Full Inspection (Requires Improvement in all areas) - July 2022
- Monitoring inspection - November 2023
- Full Inspection - December 2024
 - First inspection (post COVID) with external outcome measures
- Complaint raised by school and trust post inspection.
- Complaint outcome received late February 2025
- Ofsted report published - March 2025

Inspection Outcomes

Ofsted judgements (Dec 24), The grade in brackets indicates what we told Ofsted we thought the grade should be.

Quality of Education: Inadequate (Requires Improvement)

Behaviour and Attitudes: Requires Improvement (Requires Improvement)

Personal Development: Good (Good)

Early Years: Good (Good)

Leadership and Management: Inadequate (Requires Improvement)

Why was Quality of Education and Leadership judged inadequate?



The inadequate sections of the framework are not best fit. If you meet any of the criteria in these sections, you are judged inadequate so what are the specific things that led to the QoE and L&M judgement.

Quality of Education

- **The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement.**

Why was Quality of Education and Leadership judged inadequate?



Leadership and Management and Quality of Education are inextricably linked. These are the bullet points that caused us an issue with L&M.

L&M

- Leaders are not doing enough to tackle weaknesses in the school **(due to the speed of impact being achieved)**.
- The improvements that leaders and governors/trustees have made are unsustainable or **have been implemented too slowly. (Or is it that it hasn't had the necessary impact quickly enough)**.
- Leaders are not aware of, or are **not taking effective action to stem**, the decline in the attainment or progress of disadvantaged children. **(Judged by Ofsted through outcomes)**

The Summary



Unity was placed into Special Measures essentially because Key Stage 4 Outcomes last year were not good enough. We don't disagree with this but context is everything.

- Ofsted do not consistently consider the context of schools.
 - Nationally 40% of disadvantaged children achieve 4+ in English and Maths. 60% of Non Disadvantaged students.
 - Unity has 70% of children who are disadvantaged - the national average is 27%.
- We kept 20 children in last years Year 11 in education through the use of alternative provision. These children count in our results.
- Not all schools are as inclusive. There is an argument to suggest that if we had excluded those 20 children, the result would have been RI.

Does it mean Unity has got worse?

No, let us not forget that two areas improved from requires improvement to Good.

Personal Development and Early Years have improved since the last inspection and the feedback about Behaviour was much more positive. The main issue in terms of behaviour was attendance and some low level disruption.

Why is behaviour still Requires Improvement?



These were the behaviour and attitude areas that were not yet good.

Framework bullet points to be satisfied to move behaviour and attitudes from RI to Good

- There is a demonstrable improvement in the behaviour and **attendance** of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, **know how to study effectively and do so, are resilient to setbacks** and take pride in their achievements.
- **Pupils have high attendance.** They come to school on time and are **punctual to lessons.** When this is not the case, the school takes appropriate, swift and effective action.

The sections in bold indicate the areas that were of most concern within each bullet point.

Developing our School: Academy Improvement Priorities



So why special measures?

Special measures is applied when it is deemed that the capacity to improve isn't evident.

This was applied for two reasons:-

- KS2 and 4 results in 2024 for disadvantaged children decreased rather than increased, therefore whilst we were RI - according to outcomes we didn't improve.
- The governing body members who were spoken to on the inspection day did not demonstrate the necessary capacity to improve.

What does Special Measures mean?



- A much greater level of scrutiny from DfE and Ofsted.
- Ofsted can come every 3 months to carry out monitoring visits - in practice, this is unlikely but we expect to see them twice a year.
- Every monitoring visit can be converted to a graded inspection.
- Scrutiny from all angles.
- We will have to accept and be expected to follow external support provided by DfE and advice even if we don't always agree with it.
- Increased pressure and scrutiny of staff and leaders.

What will I notice?



- A greater level of expectation and more consistent work with children and families to catch up any missed work.
- A greater level of expectation on the partnership working between home and school.
- An increased focus on attendance with a minimum of 96%
- An improved rewards system to recognise children who are working hard.
- More intense and regular communication from school (including automated methods e.g. Through MCAS and Email)
- Increased sanctions for low level behaviours and punctuality including after school sessions (for secondary aged children).
- An updated approach to recognising positive attitude to learning and school.

Developing our School: Academy Improvement Priorities



- So... how do we improve?
 - Bearing in mind, a new Ofsted framework in September.
- We improve in a Targeted and Rapid way.
- We have developed a TRIP (Targeted Rapid Improvement Plan) with a number of priorities.

TRIP 1:

Improving imminent outcomes (particularly for PP/SEND students)

- Extra precision teaching for students in Y11, 10, 6 and 5. Greater focus on English and Maths.
- Increased opportunities for these students to practice what they are doing.
- Extra capacity in Y6, English and Maths in order to ensure we can offer precision teaching.
- Adjustments to timetables to schedule precision teaching.
- Clear student support plans for all children.
- Expectation of attendance at Period 0 and Period 6 for children in key year groups.
- Exam simulation centre set up and available for use.

Early indications are positive for these year groups

TRIP 2:

To improve the quality of education our children receive

- Increased and focus CPD for staff to ensure that activities are suited for learning.
- Much greater checking that all staff are doing as required.
- Much closer reviews of student work to hold staff to account.
- Improvements in assessment and reporting mechanisms to parents so we can tell you exactly what children need to focus on.
- Greater use of strategies from training in lessons - this will be checked up on by senior staff regularly.
- Access external support for areas that are significantly underperforming.
- Recruited Lead Practitioners to ensure our children have the best possible teachers.
- Continue to develop career aspiration and an alumni.
- Continue to focus on the importance of reading.
- Eradicate poor quality teaching.

TRIP 3:

Further improve the culture of the school by strengthening behaviour systems

- Two new leadership positions focused on behaviour and attendance.
- A consistent sanction policy will be developed to ensure that behaviour is owned by teachers/subjects.
- An ATLAS (Attitude To Learning At School) system will provide a score for each student for each lesson, shared with parents - celebrated and a consistent sanction where students do not meet a minimum expectation.
- ATLAS minimum expectations will be applied consistently and shared with parents.
- RRS will be promoted visibly across the school.
- Student support and attendance teams will increase in size.
- External support from other schools will be sourced.

TRIP 4: Minimise missed learning time

- Increase staff capacity for attendance.
- Greater number of home visits and support to parents where attendance is a concern.
- Increased rewards for attendance.
- Parental communication will increase significantly and automated data systems set up to alert parents to attendance regularly.
- A 'Welcome Back' programme will be implemented to ensure children who miss learning time, catch up.
- Implement sanctions for late arrival to school and lessons.

TRIP 5: Develop the community around our children

- Fully develop the My Child At School app in order to ensure that parents have information quickly and easily accessible.
- Make sure we communicate with parents quickly, efficiently and in an automated way to share information with all parents not just certain parents.
- Ensure we fully understand how to use BROMCOM to communicate.
- Improve our social media presence to share information with parents.
- A programme of work to engage parents through activities and events and also trying to understand better how to communicate.

TRIP 6: Develop leadership at all levels

- Senior Leadership responsibilities updated and additional capacity created (in areas of high focus)
- Support for middle leaders improved (ALL middle leaders) to ensure everyone is supported well.
- A new governing body - SDB has been formed with at least 3 current Headteachers/Principals of other schools alongside a Chair, Parent Governors and Staff Governors. This group will meet every half term to hear progress against the TRIP.
- Additional INSET time will be added to the calendar for staff training.



What will FCAT do to support?

Trust executive leaders are clear of shared responsibility for improvement.

Additional staff from the trust are in school already and working with us.

Financial resources are being made available through the use of reserves.

Wellbeing support is being offered to senior staff and their families.

Trust central teams are working hard to ensure that leaders can focus on improving teaching as a number one commitment.



How will we communicate with parents?

Regular updates through the Headteachers Update as to changes etc.

A termly TRIP update showing the progress we feel we are making. This will include an opportunity for parents to feedback.

Mr. Cooper, Assistant Headteacher (Community and Parental Engagement) will look for ways to keep you informed.



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Questions/Comments?