

**One In A Million Academy Trust**  
**Analysis of Ofsted Report (13-14<sup>th</sup> June 2023)**

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Previous inspection grade	Good

What is it like to attend this school?		
<p>The educational experiences that pupils receive at One in a Million Free School are mixed. In some subjects, the curriculum is not fully embedded. This means that some pupils have gaps in their knowledge that have developed over time. Leaders are taking action to address this. However, the quality of education that pupils receive continues to be mixed.</p>	AFI x	<b>Staffing Context:</b> (Gaps in staffing, including middle leaders, resulting in a higher than normal use of temporary staff. Recruitment has been an on-going challenge).
<p>Leaders have high expectations of pupils' behaviour and conduct. Leaders have ensured that pupils understand the behaviour systems and routines. Pupils typically behave well. However, the behaviour of some pupils is less positive when staffing is disrupted. Bullying is rare. If it does occur, it is dealt with effectively and efficiently. Pupils are happy and feel safe.</p>	Positive <input checked="" type="checkbox"/>	
<p>Pupils develop their talents and interests through a range of extra-curricular activities, such as archery, cricket and library club. Personal development is actively promoted through the personal, social and health education (PSHE) programme.</p>	Positive <input checked="" type="checkbox"/>	
<p>Pupils learn how to keep themselves safe on and offline. Diversity and equality are promoted in these sessions and across the curriculum.</p>	Positive <input checked="" type="checkbox"/>	
<p>AFI x</p>	Positive <input checked="" type="checkbox"/>	
<b>What does the school do well and what does it need to do better?</b>		
<p>The quality of education that pupils receive in different subjects is variable. In subjects, such as Spanish and religious education, where leadership has been consistent, the curriculum identifies the important content that leaders want pupils to know and remember. Teachers in these subjects, ensure that new learning connects to previously taught content</p>	AFI x Positive <input checked="" type="checkbox"/>	

<p>to help pupils tackle complex work.</p> <p>In other subjects, such as history and food technology, new leaders have started to improve the curriculum to address gaps in pupil knowledge. However, across several subjects, there are significant gaps in pupils' knowledge. In these subjects, the delivery of the curriculum is inconsistent.</p> <p>Pupils with special educational needs and/or disabilities (SEND) are supported well. Teachers are given clear guidance on how to meet pupils' needs. Where appropriate, pupils study the same curriculum and teachers adapt their teaching to meet the needs of pupils.</p> <p>Leaders identify pupils who may need additional support with reading. This includes those pupils who may need support to develop their phonics knowledge. Leaders have implemented new systems to help pupils to read fluently. However, leaders have not ensured that pupils at the earliest stages of reading receive the support they need to catch up quickly.</p> <p>Leaders have implemented a behaviour system with an emphasis on clear and consistent routines. Pupils respond well to this approach. Low-level disruption in lessons has reduced over time. A minority of pupils receive sanctions, such as suspensions. Some of these pupils have repeat suspensions. Leaders are developing new strategies to work with these pupils, and their parents, to improve their behaviour.</p> <p>Most pupils attend school well. Leaders have measures in place to ensure that pupils who do not attend well improve their attendance. They know that they need to continue to work with parents to make sure that all pupils are in school to learn.</p> <p>The curriculum supports pupils' wider personal development. Pupils gain the knowledge that they need to be ready for their next steps in education and beyond. The PSHE curriculum is well thought through. Pupils benefit from effective careers information, education, advice and guidance. This helps them to make informed decisions about their future.</p> <p>Leaders, including those responsible for governance, recognise the important role the school plays in the school community. Leaders currently face additional challenges related to staffing. Leaders do not check the impact of their actions closely enough. This means they do not analyse the information that is available to them to inform their next steps. Most staff feel that</p>	<p>Positive <input checked="" type="checkbox"/></p> <p>AFI <input checked="" type="checkbox"/></p> <p>Positive <input checked="" type="checkbox"/></p> <p>Positive <input checked="" type="checkbox"/></p> <p>Positive <input checked="" type="checkbox"/></p> <p>AFI <input checked="" type="checkbox"/></p> <p>Positive <input checked="" type="checkbox"/></p> <p>Positive <input checked="" type="checkbox"/></p> <p>Positive <input checked="" type="checkbox"/></p> <p>AFI <input checked="" type="checkbox"/></p> <p>AFI <input checked="" type="checkbox"/></p> <p>Positive <input checked="" type="checkbox"/></p>	
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<p>leaders are mindful of their workload and supportive of their well-being. Staff are proud to work at the school.</p>		
<p><b>Safeguarding</b></p> <p>The arrangements for safeguarding are effective.</p> <p>Leaders have identified local safeguarding risks. Pupils are taught about these in an age-appropriate way. Pupils learn how to keep themselves safe, including when online and in the community.</p> <p>Leaders and staff know their pupils and families well. Teachers are trained to identify any safeguarding concerns. Leaders have effective systems in place for staff to report and record any concerns. They work closely with a range of external agencies to ensure that pupils and families receive timely help and support if necessary.</p>	<p>Positive <input checked="" type="checkbox"/></p> <p>Positive <input checked="" type="checkbox"/></p> <p>Positive <input checked="" type="checkbox"/></p>	
<p><b>What does the school need to do to improve? (Information for the school and appropriate authority)</b></p> <ul style="list-style-type: none"> <li>• In some subjects, pupils have had variable experiences in lessons. This has led to them having gaps in their knowledge. Leaders need to ensure that the curriculum is designed and implemented appropriately to address gaps in knowledge and help pupils to remember important knowledge across all subjects.</li> <li>• Pupils at the early stages of reading do not get the support that they need. As a result, these pupils struggle to access parts of the curriculum. Leaders need to implement a coherent programme to support pupils at the early stages of reading to catch up quickly.</li> <li>• Leaders do not check the impact of their actions closely enough. This means that in some areas of the school, they are unclear about how effective their actions have been. Leaders need to ensure that they carefully monitor the impact of their actions and use this information to better inform their school improvement priorities.</li> </ul>		<p>The areas for improvement here are identified by Ofsted and taken from above (key coded orange in the above report).</p>

**Key:**

- Positive
- AFI X areas for improvement (AFI's)

## One In A Million Academy Trust – Summary:

- Naturally, we are disappointed with the overall judgement, but recognise the work we need to do.
- The areas identified in the Ofsted report as needing further development were identified in the School Improvement Plan and actions are being taken to ensure these improvements are embedded as quickly as possible.
- There are lots of positives as a result of the hard work, dedication and commitment from our existing core staff. We are also pleased that the report recognises, “*new leaders have started to improve the curriculum to address gaps in pupil knowledge*”.
- Upon reviewing the areas for improvement (AFI’s) by Ofsted, a number relate to staff turnover\* and the challenge of recruiting suitable staff. The School is committed to recruiting staff with the relevant experience and expertise. This has been an ongoing issue post pandemic, leaving gaps in staffing and having to use a higher proportion of temporary teaching staff. This is not unique to OIAMFS:

*“Over 1,000 Bradford teaching vacancies as industry hits ‘crisis point’” (11<sup>th</sup> January 2023)*

<https://www.thetelegraphandargus.co.uk/news/23241899.1-000-bradford-teaching-vacancies-industry-hits-crisis-point/>

*Teacher vacancies in schools ‘substantially higher’ than before the pandemic (23<sup>rd</sup> March 2023)*

<https://www.thetelegraphandargus.co.uk/news/national/23406050.teacher-vacancies-schools-substantially-higher-pandemic/>

*\* The following is an extract from the above new article. “The report found that the number of teacher vacancies posted by schools, an indicator of staff turnover, was 93% higher in the school year up to February 2023 than at the same point in the year before the pandemic (2018/19).*

*School leaders are increasingly resorting to the use of non-specialist teachers to plug gaps, which will ultimately affect pupil attainment outcomes”.*

- After a significant period of recruitment during the summer term, we are delighted to have appointed several new curriculum leads, who will be in post from September 2023 to bring the consistency to the quality of education across the school, ensuring all our students achieve or exceed their potential.
- The Trust thanks our Principal Mrs Hobbs for the manner in which she has embraced her new role. We commend her approach, her diligence and most importantly her heart for our students. We are confident that with her own team around her she will carry our vision forward.