

Inspection of One In A Million Free School

Cliffe Terrace, Bradford, West Yorkshire BD8 7DX

Inspection dates: 13 and 14 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?

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.

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.

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.

Pupils learn how to keep themselves safe on and offline. Diversity and equality are promoted in these sessions and across the curriculum.

What does the school do well and what does it need to do better?

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 to help pupils tackle complex work.

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.

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.

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.

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.

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.

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.

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 leaders are mindful of their workload and supportive of their well-being. Staff are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

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.

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.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- 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.
- 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.

- 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.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139474
Local authority	Bradford
Inspection number	10287443
Type of school	Secondary Comprehensive
School category	Academy free school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	369
Appropriate authority	The governing body
Chair of governing body	Chris Schofield
Principal	Jane Hobbs
Website	http://www.OIAM.org/freeschool
Date of previous inspection	20 and 21 March 2018, under section 5 of the Education Act 2005

Information about this school

- The principal was appointed as interim principal in September 2022.
- The school uses two registered providers of education.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the leaders and have taken that into account in their evaluation of the provider.

- Inspectors carried out deep dives in English, Spanish, food technology and history. As part of the deep dives, inspectors visited lessons, reviewed curriculum plans and spoke with curriculum leaders and teachers. They also talked to pupils about their learning and looked at the work they have completed.
- In addition, inspectors looked at curriculum plans in religious education and physical education. Inspectors also visited lessons in mathematics and science.
- Inspectors met with the special educational needs and/or disabilities coordinator, reviewed educational health care plans and support plans for pupils with SEND and visited lessons to see how pupils with SEND are supported to learn.
- Inspectors met with the leader responsible for reading to discuss how reading is promoted in the school.
- Inspectors met with the designated safeguarding leads and reviewed a range of documentation, including safeguarding records and policies.
- Inspectors considered the views of pupils, parents and staff through Ofsted surveys.
- Inspectors scrutinised the school's records of bullying, reviewed the actions leaders take when bullying occurs and spoke to several groups of pupils, including some single-gender groups, to understand their experience of school.
- Inspectors met leaders to discuss pupils' behaviour and reviewed the school's data on suspensions and internal suspensions.
- Inspectors met with representatives from the local governing body.
- Inspectors scrutinised records relating to attendance and the number of pupils' who have joined or left the school roll.

Inspection team

Stuart Voyce, lead inspector	His Majesty's Inspector
Andrew Gibbins	His Majesty's Inspector
Gordon Watts	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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