

Inspection of John Spendluffe Foundation Technology College

Hanby Lane, Alford, Lincolnshire LN13 9BL

Inspection dates: 6 and 7 December 2022

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

What is it like to attend this school?

Leaders have created a caring and inclusive school. Pupils say that teachers support and care for them. Most pupils reflect the school's values of 'respect, responsibility and resilience'. Leaders have high expectations of pupils' conduct. In lessons and at social times, pupils behave well. Pupils say that staff apply the behaviour policy consistently. The school is calm and orderly.

Pupils feel safe in school. They know that there is always an adult they can speak to. They say that it is a school where 'you can get to know people better and make friends'. Pupils say that bullying sometimes happens. They are confident that staff will deal with any issues well. In lessons, pupils have positive attitudes and engage well with their learning. A typical comment was: 'Teachers help us know when we are progressing; this helps me learn.'

The personal development programme prepares pupils well for life outside school. It helps pupils to be respectful and accept differences in others. Pupils enjoy a wide range of extra-curricular activities. These include clubs for chess, music, art and a range of sports clubs. Many pupils enjoy taking part in these activities. Pupils also run and lead the 'Pride' club.

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

Leaders have ensured that there is an ambitious curriculum in place for all pupils, including those with special educational needs and/or disabilities (SEND). They want all pupils to have high aspirations. Pupils can study a range of subjects at key stage 4, including languages and humanities.

Subject leaders have identified the knowledge they want pupils to learn. Curriculum plans are well sequenced so that content builds on pupils' previous knowledge. Leaders have considered the impact of the COVID-19 pandemic on pupils' learning. They have adapted the curriculum to close gaps in pupils' knowledge.

Teachers have secure subject knowledge. They use effective activities to deliver the curriculum. Most lessons start with retrieval activities to revisit previous knowledge. This helps pupils to remember key content. Teachers use assessment well. They question pupils to check their understanding. They identify any misconceptions and give clear feedback. This helps pupils to embed key knowledge and skills. Pupils are then confident in applying what they have learned. The work that pupils produce shows that the majority achieve well.

Leaders have ensured that pupils with SEND have full access to the curriculum. Teachers understand pupils' needs. Pupils with SEND receive appropriate support in lessons. This helps them to learn well.

Leaders have prioritised reading. Pupils in key stage 3 read at the start of every lesson. Reading interventions help most pupils to become better readers. Not all

pupils at the early stages of reading get the support they need.

Leaders have high expectations of pupils' behaviour. There are effective systems in place to manage low-level disruption. Teachers use these well. In lessons, most pupils behave well and are eager to take part in activities.

Since the COVID-19 pandemic, the attendance of some pupils has declined. Some pupils do not attend school regularly. Leaders work hard to remove any barriers to regular attendance. This is helping some pupils to attend school more regularly. Leaders recognise that there is more work to do to improve the attendance of some groups of pupils.

The personal development programme contributes well to pupils' wider development. It helps pupils understand and respect others. Pupils learn about healthy relationships and healthy lifestyles. The careers programme is well planned. Pupils get appropriate independent careers advice. This helps pupils prepare for their next steps.

Leaders consider staff's workload and well-being. Staff are proud to work at the school and feel well supported by leaders. Governors are well informed about the school. They visit the school and talk to pupils and staff. Governors hold leaders to account effectively.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding and care in the school. Safeguarding leaders know pupils well. They are knowledgeable about risks to pupils. Leaders work together to ensure that pupils get the support they need. Leaders have good links with external agencies.

Staff are well trained and are clear about what to do if they have a concern about a pupil. Pupils feel safe in school and know how to report any concerns they may have. Pupils learn how to keep themselves safe, including when online.

Leaders manage the recruitment of staff well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not attend school regularly enough. This means that they miss out on learning and the opportunities that the school provides. Leaders are using a range of strategies to help pupils improve their attendance. They should continue to work with these pupils and their families. Leaders should develop and refine these strategies so that all pupils have high rates of attendance.

- Some pupils cannot read well enough. They struggle to access the full curriculum. Some reading interventions are in place. Leaders need to develop a more rigorous approach. They should ensure that they have a well-structured programme to help pupils at the early stages of reading gain the knowledge they need to become fluent readers.

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	136968
Local authority	Lincolnshire
Inspection number	10241503
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	635
Appropriate authority	Board of trustees
Chair of trust	Elizabeth Ramm
Headteacher	Simon Curtis
Website	www.jstc.org.uk
Date of previous inspection	26 and 27 March 2019

Information about this school

- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school uses two registered alternative provisions.
- The headteacher was appointed in September 2021.
- Since the previous inspection, a new chair of governors has been appointed.

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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders, subject leaders and a range of staff.

- The lead inspector met with five trustees.
- Inspectors carried out deep dives in English, mathematics, history, art and design technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors visited lessons, form time and assemblies.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors observed and spoke to pupils at breaktime and lunchtime.
- Inspectors reviewed a range of documentation relating to safeguarding, self-evaluation, behaviour, attendance and governance.
- Inspectors considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys.
- The lead inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.

Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Jon Brown	Ofsted Inspector
Jayne Ashman	His Majesty's Inspector
Peter Stonier	His Majesty's Inspector

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