



Sir Thomas Boughey High School

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July 2017

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Dear Parent / Carer,

I would like to end the term by thanking you for your on-going support throughout this academic year.

I am sure many of you have been eagerly awaiting news of the results of an Ofsted Monitoring visit, following our Inspection in February. Unfortunately, this visit has not taken place.

In order to gain feedback on progress towards our Ofsted action points, two weeks ago we had a County Monitoring visit, and I have included a range of quotations from this report overleaf. As an overall picture, the lead reviewer (who last visited the school at the start of April) was impressed by the pace of change and the positive impact that such change has already had in the school.

We are very much aware of the next steps that need to be taken and we look forward to continuing on our journey to improvement in the next academic year.

May I take this opportunity to remind you that we will finish for the summer holiday on Tuesday 25th July 2017 at 3pm and re-open as Sir Thomas Boughey Academy on Tuesday 5th September 2017.

Wishing you all an enjoyable summer.

Yours faithfully

Mrs Hingley

Headteacher

A Summary of Quotations from the County Monitoring Visit:

- There has been a rapid response to issues raised in the recent Ofsted.
- The leadership review has been swiftly acted upon, such that from September 2017 there will be new team, complete with externally appointed Vice Principal and Associate Assistant Principal.
- The leadership team restructure is now complete and covers the whole leadership team and middle management.
- The headteacher has a clear vision of the changes required to move the school forward.
- The involvement of staff, parent and pupils in establishing new models and strategies has helped to create a collaborative approach.
- The senior leadership team are consistent in the key areas for improvement.
- The behaviour and consequence monitoring system has been reviewed and a new system is in place. This provides detailed weekly monitoring analysis for form tutors, house leaders and leadership. This has already yielded tracking information to enable pupils to be identified for support before potentially greater behaviour incidents occur. The system is very well received by staff who feel that they are more supported in developing improved behaviour for learning.
- Praise texts are sent to parents as weekly rewards and these appear to be popular with students.
- No low-level disruption was observed. Overall behaviour for learning within lessons is very positive.
- All teachers use WALT for learning objectives and use 'Bloom's' language of learning.
- All classrooms display the language for learning. Where this was most effective teachers used the language in their questioning to develop learning as observed in a history lesson. In one Music lesson students had individual targets based on their prior achievement. In this lesson students were highly engaged in their activities and benefitted from the targeted support from the teacher to push for greater achievement.
- Most teachers stop regularly at points within the lesson to review learning. Teachers react to this and modify their plan, as in an RE lesson, where students were looking at challenging ideas.
- In all lessons, there were more planned opportunities for discussion and methods of encouraging active learning were being used teachers. In technology, mini white boards were used to get feedback on suitability of materials for specific functions.
- Written feedback regularly requires pupil responses and this is followed up by teachers.

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