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30 April 2024

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Dear Mrs Crewe

Special measures monitoring inspection of Chaucer School

This letter sets out the findings from the monitoring inspection that took place on 26 and 27 March 2024, on behalf of His Majesty's Chief Inspector of Education, Children's Services and Skills. The monitoring inspection was carried out under section 8(2) of the Education Act 2005 and was the third monitoring inspection since the school was judged to require special measures following the graded (section 5) inspection that took place in June 2022.

The purpose of a monitoring inspection is not to grade the school's overall effectiveness, but to identify and report on the school's progress. It is to highlight to the school and parents any improvements that school leaders have made since the school's previous graded inspection.

During the inspection, Gillian Hemming, Ofsted Inspector (OI), and I discussed with you and other senior leaders, the director of secondary education of the multi-academy trust, other staff, trustees, governors and improvement partners the actions that have been taken to improve the school since the most recent graded inspection. We discussed the ongoing impact of the COVID-19 pandemic. We also visited lessons, held meetings with staff and pupils, and considered the responses to Ofsted's surveys for staff and for parents and carers, Ofsted Parent View. I have considered all this in coming to my judgement.

Leaders have made progress to improve the school, but more work is necessary for the school to be no longer judged as requiring special measures.

I am of the opinion that the school may appoint early career teachers.

The school should take further action to:

- ensure that the school's strategies to improve pupils' attendance continue to be implemented with pace.
- enact the school's plans to improve pupils' reading.

The progress made towards the removal of special measures

During this inspection, the OI and I focused on the quality of education, behaviour and attitudes, personal development, and leadership and management judgements.

The school has a full complement of staff in all subject areas. The curriculums in subject areas continue to be refined and improved. Leaders at all levels benefit from engaging with leaders within the trust and beyond. Curriculum leaders are drawing more on the experiences of others to shape curriculum thinking and assessment, including the feedback your teachers provide to pupils. There remains some variability in the quality of teaching. Teachers' continuing professional development is well planned and implemented.

The school's values, respect, responsibility and kindness, are becoming embedded with staff and pupils. This has helped provide clarity and consistency for staff, pupils and families. Leaders at all levels are reflective. The school's relentless focus on improving pupils' attendance is beginning to pay off. However, pupils' attendance still does not meet your school's aspirations. Pupils' behaviour and attitudes are improving too. The introduction of the 'Chaucer Way' has set behavioural expectations for pupils and staff. Pupils' movement around the school is calmer. They interact with each other and staff more respectfully.

The number of pupils who are late to lessons has reduced over time. More lessons start promptly. Pupils behave positively in the vast majority of lessons. Routines are clear and pupils, on the whole, arrive ready to learn. Interactions between staff and pupils are meaningful in lessons. Since the last monitoring inspection, staff are spending less time managing pupils' poor behaviour and more time delivering subject content.

Despite the school's efforts, the number of pupils who are absent from school is still too high. These pupils are missing too much vital learning.

During this monitoring inspection, inspectors witnessed pupils having pride in the school, its environment and the community. The amount of litter around the school site has been reduced. The displays now promote positive aspects of school life, such as house competitions, pupils' work and the whole-school events that take place to support a wider appreciation of society.

Your school's personal development curriculum is being implemented as planned. In lessons, staff and pupils have a clear focus on the content outlined in curriculum planning

and pupils' booklets. The positive steps in this area are noteworthy. Guidance and support for staff teaching personal development in the life lessons are well structured.

Two governors have resigned since the school's last monitoring inspection. The school is in the process of appointing two new governors. The governing body continues to access training. Governors' training is drawn from the trust and national governance organisations. This training supports governors to fulfil their areas of responsibility. The level of challenge they provide to leaders in your school is increasing. Communication between the governing body, the trustees, the school, and improvement committees and subcommittees is established.

The school continues to refine and develop its processes and systems to support the whole-school community more effectively. One example is the refinement of the school's systems to safeguard pupils. The designated safeguarding lead and the safeguarding team have made subtle changes to the overview of information that surrounds a child. This has helped to ensure quick and appropriate support that addresses pupils' individual needs. The school is outward-looking and continues to engage with external support, which offers whole-school support and individual bespoke training when needed.

I am copying this letter to the chair of the board of trustees, the chief executive officer of Tapton School Academy Trust, the Department for Education's regional director and the director of children's services for Sheffield. This letter will be published on the Ofsted reports website.

Yours sincerely

Richard Jones
His Majesty's Inspector