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## **Inspection of King Egbert School** **Totley Brook Road, Sheffield, South Yorkshire S17 3QU**

Inspection dates: 1 and 2 October 2024

The quality of education: **Outstanding**  
Behaviour and attitudes: **Outstanding**  
Personal development: **Outstanding**  
Leadership and management: **Outstanding**  
Sixth-form provision: **Outstanding**  
Previous inspection grade: Outstanding

The headteacher of the school is Paul Haigh. The school is part of the Mercia Learning Trust, which means other people from the trust also help manage the school. The trust is led by Neil Miley, the chief executive, and a group of trustees, with Rhona Dodds as the chair.

The school didn't need regular inspections until November 2020 because it was rated "outstanding" in its last inspection in 2013. Since September 2024, schools don't get an overall grade anymore.

### **What is it like to attend this school?**

Pupils do really well at the school because they work hard to reach their goals, show respect, and think about their future.

All students, including those with special educational needs and/or disabilities (SEND), do well in many subjects in both the main school and the sixth form. These great results help them have lots of choices when they leave school.

The school expects good behaviour, and the students follow these rules. The school is calm, friendly, and students treat each other and adults with respect. Pupils enjoy being at school and feel safe.

King Egbert School has students from many different backgrounds. One of the best events is Diversity Week, where the school celebrates all the different cultures with fun activities, finishing with 'KEStival' night. It shows how the school values respect for everyone. As one sixth-form student said, "We are a community. No one is ever left out in the cold."

### **What does the school do well, and what could it improve?**

Pupils at the school can choose from lots of different courses that match their interests and future plans. The school works with businesses to make sure pupils doing vocational courses are ready for jobs in industries like engineering. For example, in the "Design, Engineer, Construct" course, students use real professional software and present their work to big companies like HS2.

Teachers and support staff work closely together to design lessons that teach what pupils need to know, often going beyond what's required in exams. In English, for example, students can join extra lessons on special topics like "Allusion in Shakespeare," which are very popular.

The school gives lots of support to its most vulnerable students, including those with special educational needs (SEND). The school believes that if they support these students well, they can help all pupils succeed. Teachers make sure that helping pupils with SEND is part of every subject, not just an extra task.

Pupils who need help with reading are quickly identified and given extra support to improve. As a result, they do well in all subjects.

Most pupils attend school regularly, and leaders keep track of attendance to support families who may need help.

The school has clear rules about behaviour, which some younger pupils and parents find strict. However, older pupils and most parents agree that these rules help everyone develop good habits and be successful. When pupils have trouble following the rules, they usually get the support they need to improve.

Sixth-form students lead by example. They run clubs, like a creative writing group, and help younger pupils. Pupils enjoy many extra activities, like pottery, sports, jazz band, and school productions. If a pupil needs extra help to take part, they get it.

The sixth-form curriculum teaches important life skills, like how to stay safe and be a good member of the community. Pupils learn about important topics like equality and faith, and they help shape the lessons to meet their needs. This programme helps them grow into responsible young adults.

Pupils also get good advice about their future choices, with a careers programme that helps them plan for life after school. Even if they take a gap year, they still get advice to help them plan what to do next.

School leaders, governors, and trustees really understand the school and focus on the areas that will make a big difference for pupils. Teachers feel supported by this, which helps their well-being too.

## **Safeguarding**

The school is very good at keeping pupils safe. They have strong systems in place to protect everyone and make sure that all staff know how to keep children safe.

## **How can I feed back my views?**

You can use Ofsted Parent View to share what you think about your child's school, or to see what other parents think. Ofsted uses the feedback from Parent View to help decide when to inspect schools and what to focus on during inspections.

If you have concerns or want to make a complaint about a school, the Department for Education offers more information on how to do that.

## **Further information**

You can search for published performance information about the school.

In the report, the term 'disadvantaged pupils' includes students with special educational needs and/or disabilities (SEND), pupils who need extra help and protection, pupils supported by a social worker, and pupils who are eligible for the school's pupil premium funding. This funding supports pupils who have received free school meals in the last six years, children in care, or children who have left care through adoption or other official routes.

## **School details**

Unique reference number:	138841
Local authority:	Sheffield
Inspection number:	10323038
Type of school:	Secondary comprehensive
School category:	Academy converter
Age range of pupils:	11 to 18
Gender of pupils:	Mixed
Gender of pupils in sixth-form provision:	Mixed
Number of pupils on the school roll:	1,511
Number of pupils in the sixth form:	395
Appropriate authority:	Board of trustees
Chair of trust:	Rhona Dodds
CEO of the trust:	Neil Miley
Headteacher:	Paul Haigh
Website:	<a href="http://www.ecgbert.sheffield.sch.uk">http://www.ecgbert.sheffield.sch.uk</a>
Dates of previous inspection:	21 and 22 May 2013, under section 5 of the Education Act 2005

### Information about this school

- The school is part of the Mercia Learning Trust.
- The school has a special provision for pupils with autism, which can support 30 pupils, but currently, 35 pupils are using it.
- The number of pupils with Education, Health, and Care (EHC) plans at the school is higher than the national average. This includes pupils with EHC plans who are not part of the autism provision.
- The sixth form at the school has more pupils than the national average.
- The number of pupils eligible for free school meals is lower than the national average.
- The academic performance of pupils joining the school is close to the national average.
- The school follows rules to ensure pupils in Years 8 to 13 learn about technical education qualifications and apprenticeships.
- The school uses three alternative provisions, but none of these are officially registered.

### Information about this inspection

- The inspectors carried out a graded inspection under section 5 of the Education Act 2005. This means the school is given grades in important areas like the quality of education, behaviour, personal development, and leadership, including the early years and sixth form. From September 2024, schools will no longer get an overall effectiveness grade after these inspections.
- Inspections are done to check how well a school is doing at that particular time.
- This was the school's first regular inspection since the COVID19 pandemic began. The inspectors discussed how the pandemic affected the school and considered this in their findings.
- The lead inspector met with people from the trust board, the local governing body, and the chief executive officer.
- Inspectors met with the headteacher and other school leaders, including those responsible for safeguarding, personal development, careers, attendance, and behaviour.
- The inspection focused on English, mathematics, art, physical education, and modern foreign languages. Inspectors spoke with subject leaders, teachers, and pupils, and looked at examples of pupils' work.
- They also looked at subjects taught only to sixthform students, met with leaders, visited lessons, and spoke to students.
- The team examined documents about how students with Special Educational Needs and Disabilities (SEND) are supported, and how SEND is managed across the school.
- Inspectors reviewed various documents, including meeting notes from the school's governing body.
- Inspectors observed pupil behaviour during break times and looked at how pupils behave in school.

- They spoke with pupils and staff in both formal meetings and informal chats, and also reviewed responses from surveys given to staff, pupils, and parents.
- To check how well the school keeps children safe, inspectors looked at the central safeguarding record, spoke to leaders, staff, and pupils, and considered how the school has created a safe and positive environment for students.

## Inspection team

Steve Wren, lead inspector: His Majesty's Inspector  
Gill Senior: Ofsted Inspector  
Pali Dhesi: Ofsted Inspector  
James FranklinSmith: Ofsted Inspector  
Mike Kilgannon: Ofsted Inspector

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