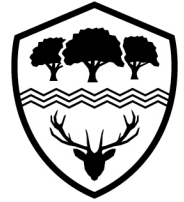


 **Meden School**
Burns Lane
Warsop
Mansfield
Nottinghamshire
NG20 0QN

 +44 (0) 1623 843517
 www.medenschool.co.uk
 office@medenschool.co.uk
 @MedenSchool
 medenschool1

Head Teacher
Jim Smith *BSc (Hons), PGCE, MA, NPQH*

Executive Head Teacher
Ryan Hawley *BSc (Hons), QTS, NPQH*



MEDEN
SCHOOL

Dear Parents and Carers,

As you are aware, OFSTED visited the school on Tuesday 27th and Wednesday 28th June 2023 to undertake a full, detailed inspection of Meden School, please find attached the full report. I am absolutely delighted to share our report with you which judges our overall effectiveness to be Good, with all individual aspects graded as Good.

As the Headteacher, I was incredibly proud of all students and staff, and it is wonderful to see the work that has gone in over the previous five years to providing such a strong and caring ethos. The staff, student and parent surveys showed the support for the school which was a real strength during this inspection.

Meden is a great place to study, work and develop for students and staff alike and Ofsted could clearly see this during their inspection. As a school community we are proud that our hard work and dedication has been recognised by inspectors.

The inspectors were impressed with the attitude and conduct of all our students during the inspection and remarked on how polite, well-mannered and well-behaved they were, they truly embody the school's vales of being kind, polite and responsible.

Ofsted have recognised that our curriculum is ambitious and well-planned and identified the wider opportunities it creates for our students to make a difference in the community they live in. Meden is a highly successful school, and we are determined to ensure that our students continue to thrive and maximise their potential.

I look forward to working with staff, students, parents, the Nova Education Trust and governors in securing our school's continued development. Once again, we truly appreciate your continued support, ensuring Meden remains a Good school, a place we should all be very proud of.

Best wishes

Mr Smith
Headteacher

Inspection of Meden School

Burns Lane, Warsop, Mansfield, Nottinghamshire NG20 0QN

Inspection dates: 27 and 28 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This is a school where all staff want the very best for their pupils. Leaders have a clear vision. They are ambitious for the school. Pupils study a wide range of subjects. The curriculum has been carefully designed so that pupils achieve well, including pupils with special educational needs and/or disabilities (SEND).

Bullying is not tolerated. Pupils say that when it happens, staff take it seriously and act swiftly to resolve any issues. Pupils learn what bullying is. They know how to report any concerns.

Pupils behave well and get on well together. The atmosphere in lessons and around the school is calm and purposeful. Pupils respect themselves and each other.

Pupils enjoy school and feel safe. They know that their teachers have their best interests at heart. Teachers listen to their opinions. Pupils are engaged in their learning. They demonstrate the school's ethos, which is to have high aspirations of themselves, the school and the community. Many parents and carers believe the school has high expectations for their children.

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

The curriculum sets out the knowledge that pupils should learn in each subject. Leaders have considered the order in which pupils will encounter new learning. They build pupils' knowledge and skills over time. This helps pupils to achieve well.

Leaders have designed a curriculum that creates wider opportunities for pupils. They want pupils to have an education that is the 'window to the world'. Leaders also want pupils to make a positive difference to their community. They have ensured that the curriculum reflects the context of the school. For example, the geography curriculum considers what it is like to live in Warsop.

Pupils settle quickly into their learning. Teachers' subject knowledge is good. They ask questions that help pupils to develop their understanding. In lessons, teachers frequently remind pupils what they have learned previously. This helps pupils remember their learning over time. The majority of teachers share important knowledge clearly. They provide pupils with opportunities to discuss their learning and answer questions. Consequently, pupils are developing their oracy within their lessons. Teaching assistants understand their role and provide effective support.

Teachers promptly identify pupils' misconceptions and correct them. They use their knowledge of pupils' understanding to decide next steps for learning. Pupils say that 'teachers like their job', and as a result, pupils and staff have positive relationships.

The reading curriculum is ambitious. All subjects support pupils' reading. Most pupils feel confident to read aloud and interpret texts. The English curriculum creates opportunities for pupils to read various authors, as well as poets. Staff provide extra

support for pupils who enter the school with weaker skills in reading. This helps them to improve their reading. However, some pupils rarely read outside of lessons. They do not receive the opportunity to practise and develop their reading fluency.

Staff feel that leaders consider their workload and well-being. They feel that leaders respond well to staff feedback. One teacher summed up the views of many when they said, 'It is a lovely place to work. A place where you are valued by everyone.' Leaders provide high-quality training for early career teachers.

Leaders in the sixth form have established an effective curriculum. Students take on opportunities to develop beyond the classroom. Some students help younger pupils to practise their mathematical skills. Students said that they enjoy their sixth form. One student reflected the views of many by saying that they are 'proud of the family feel and enjoy the small size and personal care.'

The personal development programme is well planned. Pupils and students learn the importance of knowing what is right and what is wrong in modern Britain. Pupils and students said that they value their tutor time. They are mature in how they approach sensitive topics.

Leaders have created a clear vision for behaviour. They keep detailed records. They use this information to teach pupils the 'Meden way,' which is 'always doing the right thing, even when no-one is watching'. The majority of pupils achieve this. Pupils' behaviour is good.

Attendance at the school is improving. However, the attendance of pupils with SEND is not as strong as others in the school. Leaders continue to work hard on this issue.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure there is a strong culture of safeguarding in the school. They have put rigorous systems in place to ensure that all safeguarding concerns are recorded and acted on. Staff and governors receive regular training and updates and have a good understanding of the risks that pupils face. They work closely with external agencies to get pupils the right help.

Leaders' safeguarding checks of alternative providers are rigorous. Leaders check the suitability of staff carefully before they start working with the school.

Pupils are given many opportunities in the curriculum to learn about safety, for example how to have positive and healthy friendships. One pupil echoed the views of many when they stated, 'Meden is special because of its safeguarding.' Pupils and students feel safe in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils who enter the school with reading skills that are below the average are given effective instruction to help them catch up. However, they rarely read independently or for pleasure. As a result, they do not practise and consolidate the knowledge and skills of reading fluency. Leaders should ensure that all pupils are encouraged and supported to develop a love and enthusiasm for reading.
- Pupils' attendance at the school is improving. However, the attendance of pupils with SEND is not as strong as the rest of their peers. Leaders must continue their ambitious plans to ensure that the attendance of pupils with SEND improves.

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	138411
Local authority	Nottinghamshire County Council
Inspection number	10250068
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	1,028
Of which, number on roll in the sixth form	67
Appropriate authority	Board of trustees
Chair of trust	Margaret Monckton
Headteacher	Jim Smith
Website	www.medenschool.co.uk
Date of previous inspection	4 October 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been in post since November 2019.
- The school is part of the Nova Education Trust.
- The headteacher works closely with the Nova Education Trust's director of school improvement.
- 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.
- The school uses eight alternative providers. Six of these providers are unregistered.
- The number of pupils on the school's roll has increased significantly since the school's previous inspection.

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, senior leaders and other leaders, including the special educational needs coordinator.
- The lead inspector met with trust leaders and governors, including the chief executive officer, the director of school improvement, the chair of governors and a parent governor.
- Inspectors did deep dives in six subjects: English, science, mathematics, geography, history and modern foreign languages. For each deep dive, inspectors met with curriculum leaders to discuss the curriculum, visited a sample of lessons and considered pupils' work. They spoke with pupils and teachers. They heard pupils read. On the second day of the inspection, inspectors examined the curriculum in a wider range of subjects, including physical education, art, music, engineering, criminology, hospitality and sports science.
- Inspectors met with groups of pupils from a range of different year groups, including pupils with SEND. They spoke with pupils informally and observed the behaviour of pupils during social times.
- An inspector spoke by telephone with several alternative providers used by the school.
- Inspectors evaluated the effectiveness of safeguarding arrangements by reviewing the school's record of pre-employment checks, holding discussions with the designated safeguarding lead, staff and pupils, and reviewing documentation relating to safeguarding.
- Inspectors took note of the responses to the online questionnaire, Ofsted Parent View, and Ofsted's survey for staff. They also considered the responses to the school's own survey for pupils.
- Inspectors reviewed a range of documents, including the school's self-evaluation and school improvement plan. They considered information about pupils' attendance, behaviour and suspensions, and about the wider curriculum.

Inspection team

Sally Wicken, lead inspector	Ofsted Inspector
Javier Sanchez-Garcia	Ofsted Inspector
John Harrison	Ofsted Inspector

Chris Davies

His Majesty's Inspector

Ellenor Beighton

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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