



Department
for Education

**Regional Director's Office
Regions Group
Yorkshire and the Humber
Bishopsgate House
Feethams
Darlington
DL1 5QE**

The Members and Trustees of The Learning Partnership Academies Trust

30 January 2025

Dear Mr Wootton

Termination Warning Notice to the Members and Trustees of The Learning Partnership Academies Trust in respect of Sir William Stanier School

In accordance with clauses 5F to 5H of the supplemental funding agreement for Sir William Stanier School ("the Academy") the Secretary of State may terminate the funding agreement if the Chief Inspector gives notice to the Academy Trust that special measures are required to be taken in relation to the Academy or the Academy requires significant improvement.

I received an Ofsted notification dated 6 January 2025 confirming that Sir William Stanier School was judged to require significant improvement. For the reasons set out below, I now consider it necessary to issue this Termination Warning Notice.

The Ofsted report published on 16 January 2025 highlights the following areas of concern:

- The school does not ensure that teachers deliver the curriculum effectively. For instance, teachers do not design activities that sufficiently match the aims of the curriculum. This prevents pupils from securing a deep understanding in each subject that they study. The school must ensure that it supports and develops teachers' pedagogical knowledge and skills so that they can implement the curriculum as intended. This is so that pupils can achieve well.
- The school's systems for checking pupils' learning are not implemented effectively. This means that misconceptions are not rectified and gaps in pupils' knowledge are not remedied. Consequently, pupils do not develop a secure foundation of knowledge on which they can build their learning. The school should ensure that it supports staff to use assessment strategies consistently well to help pupils to know more and remember more of the curriculum.

- The school has not provided suitable support to address the gaps that pupils have in their reading knowledge. As a result, reading remains a huge barrier to learning for many pupils in the school. This prevents them from achieving well. The school should ensure that reading is prioritised and that there is suitable support in place for pupils so that they develop into confident and fluent readers.
- The school does not identify pupils' additional needs well. Furthermore, teachers do not have the knowledge and skills that they need to successfully adapt learning for pupils with SEND. As a result, pupils with SEND do not achieve well. The school must ensure that the additional needs of pupils with SEND are identified early and met consistently well.
- A minority of pupils do not behave as well as they should. They display negative attitudes to learning and their disruptive behaviour interrupts the learning of other pupils. This affects how well some pupils learn in lessons. The school should ensure that staff apply the behaviour management systems consistently well so that learning is not disrupted.
- The school does not have a precise understanding of which strategies are helping to improve pupils' attendance. Consequently, attendance of some pupils remains low, including disadvantaged pupils. The school should ensure that it builds on the most effective strategies to reduce absence rates.
- The school does not provide pupils with adequate opportunities to develop an understanding of some aspects of the wider world. As a result, pupils do not gain a sufficient understanding of different faiths and cultures. The school must ensure that the programme to promote pupils' personal development is designed carefully so that pupils are better prepared for life in modern Britain.

I need to be satisfied that the trust has capacity to deliver rapid and sustainable improvement at the academy. If I am not satisfied that this can be achieved, I will consider whether to terminate the funding agreement in order to transfer the academy to an alternative academy trust.

In making the decision on whether to terminate the funding agreement I will consider any written representations the trust wish to make in response to this Termination Warning Notice.

These should include, but are not limited to:

- **Teaching and assessment:** Clear evidence of a plan demonstrating how teachers will be supported to ensure they can deliver the curriculum effectively to improve learning outcomes and also how leaders will ensure assessment strategies are utilised consistently and effectively to eradicate gaps in pupils' knowledge. I will also need to see a clear plan relating to how the reading knowledge gap in the school will be addressed and how SEND pupils will be supported to improve outcomes for this group of pupils. Please include clear success measures and milestones for improvement which will be used to monitor the impact and success of these plans.
- **Behaviour:** Evidence of a plan with clear timescales, demonstrating how the behaviour management systems will be implemented consistently to ensure learning is not disrupted by a minority of pupils.

- **Attendance:** Evidence of a deeper investigation of which are the most effective strategies for improving attendance for Sir William Stanier pupils and a plan to implement those strategies effectively to reduce absence rates, particularly for disadvantaged pupils. Please include details of how this will be monitored and evaluated and driven by a deep analysis of the school's live attendance data.
- **Personal development:** A clear plan for how leaders will provide greater support to students to ensure they are better prepared for life in modern Britain and have a clearer understanding of different faiths and cultures.

Please provide me with the above information and any representations the trust wish to make by 27 February 2025.

We are mindful of creating unnecessary pressures on school leaders and staff, and as such we would ask the trust to ensure that the appropriate provision is in place to support the school workforce.

Please note that I am taking this decision to avoid any potential conflict of interest that Vicky Beer, the Regional Director for North West might have due to her links with the trust.

I am copying this letter to Jonathan Smart at Ofsted, Theresa Leavy at Cheshire East Council and Dan Thomas, CEO at the trust. A copy of this letter will also be published on GOV.UK.

Yours sincerely



Alison Wilson
Regional Director for Yorkshire and The Humber

CC:

Jonathan Smart, Regional Director North West and West Midlands, Ofsted
Theresa Leavy – Interim Executive Director of Children's Services, Cheshire East Council
Dan Thomas, CEO, The Learning Partnership Academies Trust