



Department
for Education

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The Members and Trustees of Academy Transformation Trust
Emmanuel Court
Reddicroft
Sutton Coldfield
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By email only to [REDACTED]

4 September 2025

Dear Mrs Beanland

Termination Warning Notice to the Members and Trustees of the Academy Transformation Trust in respect of Westbourne Academy

In accordance with clauses 5.F to 5.H of the funding agreement for Westbourne Academy ("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 14 July 2025 confirming that Westbourne Academy was judged to require special measures. For the reasons set out below, I now consider it necessary to issue this Termination Warning Notice.

The Ofsted report published on 22 July 2025 highlights the following areas of concern:

- Some pupils, including a significant minority who are persistently disruptive and defiant, do not behave well. Many staff feel unsupported in managing behaviour. Often, pupils' poor conduct disrupts learning and contributes to some pupils feeling anxious and worried. The school should implement a clear, consistent behaviour policy and ensure that all staff are supported to apply it effectively to establish a safe, respectful environment for all.
- The school does not have a clear understanding of the specific needs of pupils with SEND. The support that they receive is inconsistent, and the separate spaces in which they work are not used well enough to provide targeted help. As a result, many pupils with SEND struggle to access learning. They do not achieve as well as they should. The school should improve its systems for identifying pupils' need in a timely manner. It should also ensure that staff are equipped to adapt their teaching appropriately so that pupils with SEND achieve well.

- The support for pupils at the earliest stages of reading is not coherently designed or delivered consistently well. The school does not have a sufficiently clear oversight of which pupils need help or how well they are progressing in building their reading knowledge. As a result, some pupils, including those with SEND, do not develop the reading fluency that they need to access the wider curriculum quickly enough. The school should ensure that its early reading support is timely, targeted to pupils' needs and closely monitored to secure rapid and sustained improvement in pupils' reading skills.
- Some pupils experience derogatory language from their peers. Often incidents are not reported. The school is not doing enough to challenge discriminatory attitudes or prevent them from happening. The school must take proactive steps to promote a culture of respect, where all pupils feel confident to report concerns and understand and demonstrate inclusion, equality and mutual respect.
- Pupils' attendance rates are low and show little sign of sustained improvement. Too many pupils are regularly absent from school, which affects their learning, their personal development and their sense of belonging. The school should develop and implement a clear, strategic approach to improving attendance. They should identify and address the barriers that stop pupils coming to school and ensure that appropriate support is in place where concerns persist.

As Regional Director, 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 wishes to make in response to this Termination Warning Notice.

Please provide me with any representations the trust wishes to make by 25 September 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.

I am copying this letter to Ofsted, the trust CEO, Sarah-Jane Smedmore, Suffolk DCS. A copy of this letter will also be published on GOV.UK.

Yours sincerely,



Jonathan Duff
Regional Director
East of England, Regions Group

CC: Ofsted, Mark McCourt and Sarah-Jane Smedmore