



Rehearsals are continuing at pace for next week's production of *Matilda* – do, please, make sure you have bought your tickets in advance from Reception – and we are really looking forward to seeing our fabulous students in action following the many, many weeks of hard work that they, and our school staff, have put into preparations for this. Preparations continue, too, for Year 10 and 12 mock exams which begin on Monday 29<sup>th</sup> April and we are rapidly moving into the external exams for our Year 11s and 13s; some home languages' speaking exams have taken place and speaking assessments for Year 11 English Language are currently being undertaken. We will also, along with all the other secondary and middle schools in our Trust, be running EBACC assessments in classrooms for students in Y7-9 during week commencing 20<sup>th</sup> May and 3<sup>rd</sup> June; this is an entirely new venture for us as Trust and it is a fantastic example of the strength that schools have through collaboration with others. We are sure you will understand that there are a number of logistical challenges to overcome when so many Key Stage 3 students across so many schools are sitting the same assessments and we are currently working on exactly how these will 'look' for our students at Gospel Oak. We will send further details in the near future, and class teachers will be talking to students about these assessments, and you may find [Ebacc Summer 2024 KS3 Assessment Topics](#) useful as your child begins their preparations. The results from these assessments will form part of the information on the Year 7-9 reports later this term. A reminder, too, if you have a child in Year 8 that it is our Year 8 Parents' and Carers' Evening on Wednesday 1<sup>st</sup> May. Letters with all the information about the parents' and carers' evening will be sent home on Monday 22<sup>nd</sup> April, and reports will follow by next Friday to support you in preparations for conversations with teaching staff.

Some building work was undertaken over the Easter holidays, and our SEND area – often referred to as 'The Hive' by students – has had a partition added to provide a workspace which is increasingly conducive to interventions and individual support. We are continuing to work on plans to improve the school site to support our students with their academic progress and school experience. Routines in the Restaurant and Bistro are becoming increasingly embedded as students remove coats, sit down to eat and place their bags on the floor; we know that you will have these expectations at home for mealtimes and it is important that these 'table manners' are consistent and enforced at school too. As you are aware, uniform has been a key focus and the vast majority of students continue to wear their uniform with pride; we will continue to contact home if your child is not following our expectations and will offer support as necessary to help.

Please do take the time to read the letters attached to the eZine carefully; whilst not all may apply directly to your child, it helps to give you a full understanding of the many activities and processes being undertaken at school. As always, please do get in touch with us – via the [Gospel Oak School - Contact Us](#) form – and we will come back to you within two working days.

### Upcoming Dates

Tuesday 23<sup>rd</sup> April – Year 8 HPV Vaccines

Tuesday 23<sup>rd</sup> April – Thursday 25<sup>th</sup> April – *Matilda*  
Production

Wednesday 24<sup>th</sup> April – SEN Coffee Morning

Thursday 25<sup>th</sup> April – Year 9 Royal Navy Event

Wednesday 1<sup>st</sup> May – Year 8 Parents' Evening

### Assembly Themes

Assembly focus this week was National Autism Awareness

w/c 22/03 – Earth Day

w/c 29/04 – Local & Community History Month

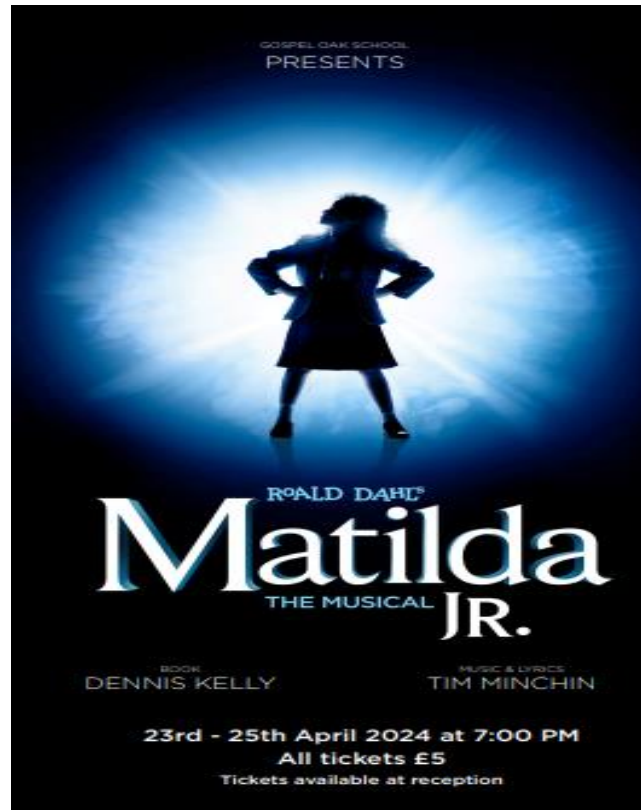
Please take the time to talk to your child about what they have learnt in Assembly.

### SEND

Thank you to everyone who has let us know if you can join us for our coffee morning taking place on Wednesday 24<sup>th</sup> April 2024 between 9am - 11am. We look forward to seeing you. If you have not been able to let us know the invitation is still open to you.

### SEND Homework Club

We are starting our homework club again from next Monday 22<sup>nd</sup> April 2024. This will be taking place Every morning, 8:00 - 8:20 am Monday to Friday and every evening 3:00 - 3:50pm Monday to Thursday in S8.



### Year 11 GCSE Art and Design Photography Exams

Year 11 GCSE Art and Design Photography and Fine Art students will be sitting the final element of their qualification on the following dates; this will take place in the form of a 10 hour supervised assessment

- Tuesday 23<sup>rd</sup> April – GCSE Photography
- Wednesday 24<sup>th</sup> April - GCSE Photography
- Tuesday 30<sup>th</sup> April - GCSE Fine Art (11B)
- Wednesday 1<sup>st</sup> May - GCSE Fine Art (11B)
- Thursday 2<sup>nd</sup> May - GCSE Fine Art (11A)
- Friday 3<sup>rd</sup> May - GCSE Fine Art (11A)

## Gospel Oak School

### 2024 Leavers Hoodies



Aperture Portraits will be processing orders for 2024 leavers hoodies for our current Year 11 and Year 13 students.

Should you wish to make an order then please use the below link and your hoodies will be delivered into school for distribution. Should you need any further information please contact Aperture Portraits on 0121 439 3211: -

<https://iwanhoodies.co.uk/collections/gospel-oak-school>

The cost of each hoodie is £24.00 inc VAT and the deadline

### Important Notice

#### **HPV Vaccine 23<sup>rd</sup> April 2024**

Vaccination UK have requested that a short sleeve shirt is worn on Tuesday 23<sup>rd</sup> April 2024 to easily give the HPV Vaccine if you have consented for your child to receive.

Vaccination UK have also advised that all students eat and drink well before their vaccine. If possible, please bring extra drinks and snacks on the day.

We do still offer a breakfast to all students before school between 8:00am – 8:15am if your child wishes to attend.

**DYNAMOS CRICKET**

Discount Code:  
**RJHLM**

**Girls only sessions available**

dynamoscricicket.co.uk

Join us at:  
**Coseley Cricket Club**

Session dates:  
**Friday 10th May for 8 weeks (until the 28th June)**

Session timings:  
**6:30pm - 7:30pm**

Contact:  
**Stuart Knight - 07411 867 180**

### RSA8

On Tuesday 16<sup>th</sup> April, Miss Ralph and 6 of her wonderful Year 8 students went out to visit Arrow Vale Academy in Redditch to complete their second instalment of the RSA8 Trust Project. The student ambassadors were carefully picked at the start of the Year to be a part of this social action project that benefits both the school community as well as the local community in which we live and work!

The current Y8 students are planning, crafting and hoping to deliver assemblies and plan a whole day focusing around Culture, Inclusivity and Celebrating Differences. To support with this creation, on Tuesday, the 6 RSA8 Ambassadors completed a "Talk the Talk" workshop where they worked on their oracy and articulation skills as well as building up the confidence to speak in front of a room full of people, both staff and students from all of the different trust schools. The students were INCREDIBLE. They worked so well with other trust schools and students both collaboratively building relationships and showcasing great team work but also demonstrated great independence and maturity by creating their own speech based on a topic of their choice and delivering this in front of a room full of people. Some topics discussed and delivered by the GOS Y8 Team were "Why Racism is wrong!", "Why pets are important for wellbeing!" and "Why we should always take risks and opportunities in life!" - All really important topics that hold some really crucial messages and they delivered them beautifully! So proud of these wonderful students and cannot wait to see them continue developing and progressing with this social action project and counting down the days until the 3<sup>rd</sup> Visit which is to Newman University in June!



**RSA8 Ambassadors are: C Corns 8C, P Horton 8D, D Chambers 8E, E Short 8H, SNair 8H, Nyaupane 8H.**

**Updated Year 10 Mock Examination Timetable:**

Y10 Mock Exam Timetable – Monday 29<sup>th</sup> April– Friday 10<sup>th</sup> May 2024

*All exams in the Sports Hall unless stated*

	Monday 29 <sup>th</sup> April	Tuesday 30 <sup>th</sup> April	Wednesday 1 <sup>st</sup> May	Thursday 2 <sup>nd</sup> May	Friday 3 <sup>rd</sup> May
Tutor (8:30am)	Tutor in normal rooms	Tutor in normal rooms	Tutor in normal rooms	Tutor in normal rooms	Tutor in normal rooms
Session 1 (9:00am)	English Language 1hr 45mins	Maths Paper 1 1hr 30mins	DT 2hrs	Geography 1hr 30mins	English Literature 1hr 45mins
Session 2 (10:00am)			Spanish Listening & Reading (H/F) 1hr 45m		
Break (11:00am)	Normal break	Normal break	Normal break	Normal break	Normal break
Session 3 (11:20am)					Drama 3hrs
Lunch (12:20pm)	Normal lunch	Normal lunch	Normal lunch	Normal lunch	Normal lunch
Session 4 (1:00pm)	Biology 1hr 15 min Combined 1hr 45min Separate	Chemistry 1hr 15 min Combined 1hr 45min Separate	History 1hr 15mins	Maths Paper 2 1hr 30mins	Sociology 1hr 30mins
Session 5 (2:00pm)					Hospitality 1hr 30mins

	Monday 6 <sup>th</sup> May	Tuesday 7 <sup>th</sup> May	Wednesday 8 <sup>th</sup> May	Thursday 9 <sup>th</sup> May	Friday 10 <sup>th</sup> May
Tutor (8:30am)	Tutor in normal rooms	Tutor in normal rooms	Tutor in normal rooms	Tutor in normal rooms	
Session 1 (9:00am)	No Exams (Bank Holiday)	Sport (F4) 3hrs	BTEC Art Practical (S13)	Dance (DS) 3hrs	Photography Practical (S13)
Session 2 (10:00am)					
Break (11:00am)		Normal break		Normal break	Normal break
Session 3 (11:20am)		Sport (F4) 3hrs	BTEC Art Practical (S13)	Dance (DS) 3hrs Music (F15/16) 3hrs	Photography Practical (S13)
Lunch (12:20pm)	Normal lunch	Normal lunch	Normal lunch	Normal lunch	Normal lunch
Session 4 (1:00pm)	No Exams (Bank Holiday)	Physics 1hr 15 min Combined 1hr 45min Separate	BTEC Art Practical (S13)	Music (F15/F16) 3hrs	Photography Practical (S13)
Session 5 (2:00pm)					

Tuesday 14th May	
Tutor (8:30am)	Tutor in normal rooms
Session 1 (9:00am)	Computer Science 1hr 30mins
Session 2 (10:00am)	
Break (11:00am)	
Session 3 (11:20am)	
Lunch (12:20pm)	Normal lunch
Session 4 (1:00pm)	PE 1hr 15mins
Session 5 (2:00pm)	RE 1hr Home Languages 1hr-1hr 20mins

Y12 Mock Exam Timetable – Monday 29<sup>th</sup> April– Tuesday 7<sup>th</sup> May 2024

*All exams in the Sports Hall unless stated*

	Monday 29 <sup>th</sup> April	Tuesday 30 <sup>th</sup> April	Wednesday 1 <sup>st</sup> May	Thursday 2 <sup>nd</sup> May	Friday 3 <sup>rd</sup> May
Tutor (8:30am)	Tutor in normal rooms	Tutor in normal rooms	Tutor in normal rooms	Tutor in normal rooms	Tutor in normal rooms
Session 1 (9:00am)	Biology Paper 1 1hr 30mins	Maths 1hr 15mins		Physics Paper 1 1hr 30mins	Biology Paper 2 1hr 30mins
Session 2 (10:00am)					
Break (11:00am)	Normal break	Normal break	Normal break	Normal break	Normal break
Session 3 (11:20am)					
Lunch (12:20pm)	Normal lunch	Normal lunch	Normal lunch	Normal lunch	Normal lunch
Session 4 (1:00pm)		Chemistry Paper 1 1hr 30mins	History 1 hour 30 mins	Psychology 1hr 30mins	Chemistry Paper 2 1hr 30mins
Session 5 (2:00pm)					

	Monday 6 <sup>th</sup> May	Tuesday 7 <sup>th</sup> May
Tutor (8:30am)	Tutor in normal rooms	Tutor in normal rooms
Session 1 (9:00am)	No Exams (Bank Holiday)	No Exams
Session 2 (10:00am)		
Break (11:00am)		Normal break
Session 3 (11:20am)		
Lunch (12:20pm)	Normal lunch	Normal lunch
Session 4 (1:00pm)	No Exams (Bank Holiday)	Physics Paper 2 1hr 30mins
Session 5 (2:00pm)		



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19<sup>th</sup> April 2024

**Our Ref:** SBO/MFA/241

**Your Ref:**

Dear Parent/Carer,

**Re: Mobile Phones in School**

As part of our ongoing commitment to providing a conducive learning environment for all students, we would like to address the issue of mobile phone usage within the school premises. Whilst we understand the convenience and utility of mobile phones in today's world, we believe that implementing restrictions on their usage during school hours is essential for several important reasons.

1. Minimising Distractions - Mobile phones can be a significant source of distraction for students, diverting their attention away from classroom. By limiting mobile phone usage, we aim to create a focused learning environment where students can fully engage with their academic studies.
2. Promoting Social Interaction - Excessive use of mobile phones can hinder face-to-face communication and social interaction among students. By encouraging students to refrain from using their phones during school hours, we hope to foster meaningful interpersonal relationships and communication skills.
3. Preventing Academic Dishonesty - Mobile phones present opportunities for academic dishonesty, such as cheating on exams or accessing unauthorised materials during assessments. By restricting mobile phone usage, we aim to uphold academic integrity and promote fair practices.
4. Ensuring Student Safety - Constant access to mobile phones can create challenges in monitoring students' online activities and ensuring their safety. By limiting mobile phone usage during school hours, we can better supervise students and mitigate potential risks associated with inappropriate online behaviour or cyberbullying.
5. Encouraging Personal Responsibility - Learning to manage distractions and prioritise tasks is an important life skill. By establishing clear guidelines regarding mobile phone usage, we empower students to develop self-discipline and personal responsibility in managing their technology usage.

We recognise that there may be instances where students require access to mobile phones for emergency purposes or specific educational activities. In such cases, we encourage parents to communicate directly with the school via Reception.

**From Monday 3<sup>rd</sup> June 2024, Gospel Oak will be a no phone school, what we mean by this is, we do not expect to see or hear mobile phones. Staff will be working with students this half term, to remind them that phones should not be seen and the reasons why. However, from Monday 3<sup>rd</sup> June 2024, if mobile phones are seen or heard, staff will be confiscating them. They will be placed in a secure locked safe until parents have collected.**

Thank you for your understanding and cooperation in supporting our efforts to create a focused and conducive learning environment for all students. Together, we can ensure that our school remains a place where academic excellence thrives, and students flourish both academically and socially.

Kind regards,

**Miss S Bott**  
**Vice Principal**



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16<sup>th</sup> April 2024

**Our Ref:** HTA/EHA/872

Dear Parent/Carer,

**Re: Year 9 Guided Choices Process**

You will be aware that your daughter/son has recently chosen their options for studies in Years 10 and 11. At the time of the initial planning and curriculum modelling, we advised you that we were asking students to choose three option subjects which they would study at Key Stage 4 and two reserve subjects in case there was a need for some flexibility to reflect the requests of the whole cohort.

Following some revisions and feedback to the original plans, we are delighted to be able to let you know that we will be able to provide your daughter/son with additional breadth to their learning experience as they move into Key Stage 4, by enabling all students to study four option subjects. Wherever possible, your daughter/son will, next year, be studying their chosen three subjects plus their first reserve; where it is not possible to include this combination, we will look to include the second reserve option. If we are unable to create a timetable where your daughter/son can study 4 out of their 5 identified subject choices, we will discuss this directly with them and, as appropriate, with yourselves.

This identified change will mean that your daughter/son will be studying an additional subject which will further support future education and employment opportunities. Current Year 9 students will, therefore, be studying the following GCSE courses in Years 10 and 11:

- English Language
- English Literature
- Mathematics
- Science (either two GCSEs with Combined Science or three GCSEs with Separate Science)
- Option One
- Option Two
- Option Three
- Option Four

We will be in touch in due course to confirm the options that your daughter/son will be studying and/or if we need to discuss further with you. Thank you, as always, for your support.

Yours sincerely,



**Miss H Tanner**  
**Senior Vice Principal**

A hardcopy of this letter will be handed to students on Monday 22<sup>nd</sup> April



To: All Parents / Carers

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17<sup>th</sup> April 2024

**Our Ref:** SBr.KH.2953

**Your Ref:**

Dear Parent/Carer,

**Re: Ofsted Monitoring Inspection**

I hope this letter finds you well and that you had an enjoyable Easter break.

I am writing to you following our most recent Ofsted report, which follows a monitoring inspection which took place on 5<sup>th</sup> March 2024. This was the second monitoring inspection to take place since the school was judged to have serious weaknesses following the graded inspection that took place in October 2022 and its purpose was to assess the school's progress since the previous graded inspection. The overall finding of the monitoring inspection was that insufficient progress has been made to date to improve the school.

I was recently appointed as Executive Principal and have already put in place a number of key changes to improve concerning areas as quickly as possible. I will continue to keep open the two-way communication so you are fully aware of changes that we will continue to make. We fully recognise the areas highlighted by Ofsted are in need of immediate action and we will continue to work hard to rectify those challenges within the school.

The report rightly identifies areas of improvement for Gospel Oak School. Steps we are already taking to improve on the areas highlighted by Ofsted include:

- **Attendance:** The report notes that attendance is low at the school, with some students truanting from lessons. Persistent absence is also high. It is imperative that your son/daughter attends school every day and is in each class on time and ready to learn. We will continue to focus on reducing lateness to lessons, as this not only negatively impacts on the education of the individual student, but also disturbs the learning of others. In order to achieve this, we would appreciate your support in encouraging your son/daughter to be at school on time every day and attend all their timetabled lessons punctually, in order to ensure they are able to fulfil their potential. The report highlights the "sensible steps" we are already taking to address this situation, including tackling truancy and increasing monitoring of the well-being of persistently absent students.
- **Behaviour:** The report outlines a number of behaviour issues both inside and outside of the classroom, which causes consistent disruption to learning. We are acutely aware of these concerns around behaviour, which are a priority for us moving forward. The report has also recognised how we have begun to address poor standards of behaviour, as we have already made "swift changes to roles and responsibilities" of our staff. The report states this "is already starting to make a positive difference to the extent to which leaders can support staff and begin to improve behaviour, attendance and safeguarding". We will continue to work on improving clarity and consistency regarding our behaviour policies so our staff are empowered to maintain discipline and good behaviour at Gospel Oak School.

- **Staffing:** The report identified gaps in staffing, with some staff feeling unsettled by the number of changes to leadership. Staffing remains an area of focus for us and I have been leading the school as Executive Principal since 19<sup>th</sup> February 2024 with the aim of leading improvements in staffing at Gospel Oak School. From my previous communications, you will know how highly I value having consistent and visible teaching staff for the benefit of our whole school community. To this end, new members of staff will be joining Gospel Oak School, both this term and in September 2024. I look forward to the school being fully staffed and reducing our reliance on supply agency staff. This positive step was also noted in the report.

Whilst there are clear areas for necessary and immediate improvement, some of the positive findings in the report include:

- Swift action taken by the Central Region Schools Trust to “support leaders” once the issues regarding leadership were highlighted.
- Furthermore, the Trust is “providing a range of support on a regular basis to improve all aspects of the school’s work”.
- The local academy governing board “continues to work hard to support the school to move forward” and they are “committed to becoming involved in the school’s work to improve relationships with parents”.

As part of this, we want to reassure you we are taking the issues identified in the report incredibly seriously and will work tirelessly to improve these as quickly as possible. We are determined to make Gospel Oak School a trusted part of the wider community and look forward to welcoming Ofsted back to the school in due course to see first-hand the positive changes we will have made by then.

I have previously been in contact with you to outline how we as school leaders, alongside the Central Region Schools Trust, are working to resolve these issues. Crucially, I have written to you about how important it is to rebuild a constructive, trusting relationship between us as school leaders and the parents/carers and families of our students. I wanted to take this opportunity to remind you of the Parent/Carer Forum that will be taking place termly, with the first one taking place during the week commencing Monday 29<sup>th</sup> April. The Parent/Carer Forum will consist of three Parents/Carers from each year group. If you are interested in being a member of the Forum, please complete the form [here](#). Alternatively, you can email us on [info@gospeloakschool.co.uk](mailto:info@gospeloakschool.co.uk) stating your name, your son’s/daughter’s name and their year group.

We will continue to keep you updated on positive changes within the school. Thank you as always for your ongoing support, understanding and cooperation.

Yours sincerely,



**Mr S Brownlow**  
**Executive Principal**

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26 March 2024

Stephen Brownlow  
Executive Principal  
Gospel Oak School  
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Dear Stephen Brownlow

### **Serious weaknesses monitoring inspection of Gospel Oak School**

This letter sets out the findings from the monitoring inspection that took place on 5 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 second monitoring inspection since the school was judged to have serious weaknesses following the graded (section 5) inspection that took place in October 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, I discussed with you and the vice-principals, the chief executive officer (CEO) of the trust, the chair of the local governing board and two trustees 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. The principal was not in school at the time of the inspection. I also observed pupils arriving at school, visited lessons, observed breaktimes and lunchtimes and talked to pupils and staff informally throughout the day. I have considered all this in coming to my judgement.

**Gospel Oak School remains inadequate and has serious weaknesses. Leaders have made insufficient progress to improve the school.**

### **The progress made towards the removal of the serious weaknesses designation**

There have been significant changes to leadership since the previous monitoring inspection in May 2023. The executive principal who was leading the school at that time left the school in December 2023. Since September 2023, he had been working alongside a new principal. You joined the school from the trust in January 2024 to support this principal. You are now leading the school as executive principal.

There have been changes to governance since the previous inspection. Two new co-chairs of the trust took up their roles in September 2023. The previous chair of the trust is now the vice-chair and remains part of the academy interim board. There are a number of gaps in staffing in the school. Agency staff are currently filling these vacancies. This has been the case for a number of months. Eight new teaching staff have been appointed to start in the summer term, and another eight have been appointed to begin in the autumn term.

Since the previous monitoring inspection, the standard of behaviour in the school has declined. The behaviour policy is not understood well by staff or pupils. There is very little analysis of behaviour undertaken to indicate what is and is not working or where the main issues lie. Attendance is low. On the day of the monitoring inspection, it was 85%. It is around 87% this academic year so far. Persistent absence is high. Too many pupils truant from lessons.

Senior leaders have been hampered in their efforts to improve these crucial aspects of the school's work by a lack of clarity about their own roles. They have not felt empowered to take full leadership of the areas for which they are responsible, or to work effectively as a team. A sizeable number of staff have responsibilities for aspects of behaviour, attendance and safeguarding, yet they are part of separate teams. You have quickly recognised these weaknesses and have made swift changes to roles and responsibilities. This is already starting to make a positive difference to the extent to which leaders can support staff and begin to improve behaviour, attendance and safeguarding.

The pupils I spoke to during the inspection, from all year groups, talked about behaviour in negative terms. They said that some pupils have a bad attitude towards staff, walk out of lessons, do not pay attention, disrupt learning or skip lessons altogether. All of these behaviours were seen in lessons and around school during the inspection. Pupils also talked about variability from one lesson to the next, both in terms of staff's expectations and how they and their peers behave. This aspect was also evident. Some pupils expressed frustration at the negative impact this has on their own ability to learn and to achieve. These findings align with the views that you have gathered from groups of pupils this term. You have rightly identified that routines and expectations are neither well understood across the school nor well established. This lack of clarity and consistency in the management of behaviour is contributing to the poor behaviour that some pupils are displaying.

During the inspection, pupils' behaviour around the school was variable. Some walked sensibly to their lessons and arrived promptly. Some ambled, with no sense of purpose. Others ran down corridors, bumped into others or pushed each other as they walked. At breaktime and lunchtime, behaviour was generally sensible. Pupils chatted in groups. Some played football. Around 40 pupils were engaged in lively and good-natured badminton games in the sports hall. In the dining rooms, pupils followed the queuing system and mainly did as they were asked by staff.

The rate of suspensions from school is high. In the last academic year, around a quarter of pupils on roll were suspended at least once. Some were suspended repeatedly. Pupils are being suspended at a similar rate this year, and nine pupils have been permanently excluded. Some of these suspensions and exclusions reflect the serious nature of incidents that have taken place in the school. However, the high numbers are also a reflection of the unclear and ineffective approaches to managing pupils' behaviour and the lack of well-targeted intervention to support pupils with particular needs, including those with special educational needs and/or disabilities.

Until very recently, the roles of leaders and staff who are responsible for safeguarding, attendance and pastoral support have not been clearly defined. As a result, the school has not been as efficient or effective as it needs to be in supporting pupils to come to school regularly and on time. Many pupils have intransigently low attendance. Issues with attendance have not been communicated to parents clearly or in a timely way. The attendance of pupils who attend alternative provision has not been properly monitored. Pupils on part-time timetables have not had their provision reviewed regularly or formally. You have already taken sensible initial steps to begin to improve this situation. There is now clearer leadership of this aspect of the school's work. Roles and responsibilities have been defined. Staff are being supported to ask the right questions and pass on the right information to each other at the right time. As a result, you are gaining a more accurate picture of attendance. Importantly, you have taken swift action to ensure that pupils who are not attending at all are being properly monitored to check they are being safeguarded. You have reviewed all part-time timetables and some pupils are now back in school full time. You and leaders are also tackling truancy from lessons and lateness to school.

Staff have been unsettled by the number of changes to leadership that they have experienced. Some expressed frustration at the school's decline. However, some are cautiously optimistic about the future, feeling that things can move forward if they work together and with you. Crucially, following your analysis of the gaps in staffing both for the summer and autumn terms, you have been able to make a number of appointments in order to ensure that the school is properly staffed. You intend to work closely with the trust to ensure that the early career teachers who are due to start in September are supported properly so that they can be successful.

When the trust became aware of the decline in the school's work, it took action to stem the decline and to support leaders. Your appointment is a key part of this action. The trust is providing a range of support on a regular basis to improve all aspects of the

school's work. The impact of some of this work has been limited, given some of the unclear direction within the school. However, you know how you want to use this support to better effect from now on, and are starting to do so. The local governing body continues to work hard to support the school to move forward. Its members are committed to becoming involved in the school's work to improve relationships with parents.

I am copying this letter to the chair of the board of trustees and the CEO of the Central Region Schools Trust, the Department for Education's regional director and the director of children's services for Sandwell. This letter will be published on the Ofsted reports website.

Yours sincerely

Sue Morris-King  
**Senior His Majesty's Inspector**



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**Our Ref:** CM.KH.2957

**Your Ref:**

To: All Parents / Carers

19<sup>th</sup> April 2024

Dear Parent/Carer,

**Re: E Mail Guidance**

As a school we believe that good relationships with parents/carers enable students to thrive. We always welcome contact from parents/carers regardless how big or small the matter. As technology has progressed, we recognise that where meeting in person used to be the norm, this has often been replaced by email or Microsoft Teams. However, we still prefer face to face communication and feel it is the most effective and productive method. We do understand though that meetings during the school day are not always possible and so communication via email provides parents/carers with an easy and quick way to communicate with us as a school.

However, we also need to balance this with the workload of our staff and so we have updated the guidance on the website:

- *All email enquiries to the school should be made initially via the 'Contact Form' on our website at [Gospel Oak School - Contact Us](#). To ensure that this method of communication is used as efficiently and purposefully as possible, we will use the following protocols:*
- *All emails will be responded to during working hours and within two working days, dependent upon the level of concern/nature of the concern. However, staff are not expected to respond to emails sent out of working hours. Out of working hours emails are classed as emails sent after 6.00pm and before 8.00am during the week or emails sent after 6.00pm on Friday evening and before 8.00am Monday morning.*
- *If an issue cannot be resolved satisfactorily within a two email exchange (four in total), then a face to face meeting in school should be convened. These email exchanges will involve emails coming directly from a member of staff at school using their school email address.*
- *Staff are not expected to respond to an email deemed/perceived to be abusive or aggressive.*
- *In some instances, a parent/carer may feel that an issue has not been resolved satisfactorily. However, the school retains the right to deem the matter closed where it feels due diligence has been afforded to the concern.*
- *If a parent/carer has an enquiry about more than one query, a separate initial contact should be made via the 'Contact Form'.*

If you would like to discuss this further, please do not hesitate to contact me at school.

Yours sincerely,

**Miss C Middlehurst**  
**Senior Vice Principal**



**Gospel Oak School**

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**Our Ref: SBO/JL/3771**

18<sup>th</sup> April 2024

Dear Parent / Carer,

Re: **Uniform**

We hope this message finds you well. We would like to bring to your attention an important update regarding our school's uniform policy.

Starting from Monday 22<sup>nd</sup> April 2024, we will be strictly enforcing our uniform guidelines to maintain a consistent and professional appearance throughout the school. Students who do not comply with the uniform policy will be issued with a 30 minute detention as a consequence.

We believe that adhering to the uniform policy not only fosters a sense of belonging and pride among our students but also prepares them for the expectations of the wider world.

We kindly ask for your support in ensuring that your son/daughter comes to school dressed appropriately in accordance with our uniform policy. Detailed information on the uniform requirements can be found on our school website.

Should you have any questions or concerns regarding this update, please do not hesitate to contact your son's/daughter's Head of Year.

Thank you for your cooperation and understanding.

Kind regards,

**Stacy Bott**  
**Vice Principal**



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**Our Ref: SBO/JL/3772**

18<sup>th</sup> April 2024

Dear Parent / Carer,

**Re: Cycling to School**

As a school we pride ourselves on encouraging and promoting a healthy lifestyle for our students. One aspect of such an endeavour relies on our students using their bicycles and scooters to travel to and from school. Though this is a brilliant initiative from all students and families we want to encourage the use of bicycle locks for these vehicles; we want to ensure their safety on the school grounds. Therefore, if your son/daughter brings a bike or scooter to school, please ensure they have a bike lock with them - we cannot be responsible for any theft of these vehicles.

Likewise, we will continue to encourage this healthy habit, but students must dismount their bicycles immediately as they enter our school grounds; their safety is paramount to us. Likewise, when students are travelling to and from school, they must be doing this safely in the community and as they enter/leave our school site. We hope you can appreciate our efforts to promote healthy but safe initiatives in school.

Kind regards,

A handwritten signature in black ink, appearing to read 'Stacy Bott', written in a cursive style.

**Stacy Bott**  
**Vice Principal**

**Gospel Oak School**

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19<sup>th</sup> April 2024

**Our Ref:** CMI/EHA/880

**Your Ref:**

Dear Parent/Carer,

**Re: Year 11 Leavers Preparation and Study Leave**

As we approach the final summer exam series, we write to make you aware of our arrangements for study leave. External written exams begin on Tuesday 7<sup>th</sup> May, and the full exam timetable – along with all other relevant documentation related to exams - can be seen by visiting [Gospel Oak School - Exams](#). Please read the following information carefully:

1. All students will remain in school, following their usual timetable – unless they have an external exam – until 1pm on Friday 24<sup>th</sup> May. Full school uniform must continue to be worn.
2. A 'Final Assembly' will be held for all Year 11 students at 11.20am on Friday 24<sup>th</sup> May; this will include a buffet lunch for all Year 11 students and students will be dismissed home from this at 1pm. Full school uniform must continue to be worn.
3. From Monday 3<sup>rd</sup> June, students **must** attend school for all of their timetabled exams; if their exam starts at 9am, they must be in school for 8.15am to support with final exam preparations, and if their exam starts at 1pm, they must arrive at 12.10pm. Full school uniform must continue to be worn.
4. From Monday 3<sup>rd</sup> June, if students do not have an exam, they **must** attend school where they have a timetabled revision session; these timetabled revision sessions are designed to ensure that students receive important last-minute information regarding exam technique to support student progress. Further information will follow in due course about the timetabled revision sessions. Full school uniform must continue to be worn.
5. From Monday 3<sup>rd</sup> June, if students do not have an exam and do not have a timetable revision session, parents and carers may **choose** for their son/daughter to be 'on study leave'. *If you wish for your son/daughter to have study leave, please complete and return the attached consent form.* No additional learning will be provided by school staff during study leave beyond that which has already been provided.
6. From Monday 3<sup>rd</sup> June, if parents and carers do not choose for their son/daughter to have study leave, students will continue to follow their usual timetable in school unless they have a timetabled revision session. Where exams have been completed in the timetabled lessons, students will be able to revise independently with staff supervision for their remaining exams. *If you do not wish for your son/daughter to have study leave, there is no need to take any further action.*
7. Free School Meal provision will continue to be made available for all eligible students.
8. Please note that **there is no option for flexible study leave**; for example, your son/daughter has two days in school and three days at home.

9. Arrangements for signing in and out of school in line with parents'/ carers' chosen approach to study leave will be explained to students in school.
10. Where parents and carers have specific questions related to the individual needs of their daughter or son, please contact Mr Mason directly to discuss.

Students recently sat their second round of mock examinations, and we are delighted with the progress shown. Please congratulate your son/daughter on their continued hard work and positive attitude to learning. As we are now approaching their final examinations in the summer term, we are including a link to the 'Y11 Final Steps' booklet: [Y11 Final Steps.docx](#); we will provide your son/daughter with a paper copy of this in school.

As a school we are committed to ensuring that every student achieves the best possible outcomes and your support in ensuring that your son/daughter takes every additional opportunity to achieve is essential. Some examples of these are the form tutor revision sessions that take place three times a week, the weekly headlines shared with students in assemblies to identify their priorities and the work around SPIs that has been driven by form tutors, enabling the students to focus on their progress.

As always, thank you for your continued support of the work of the school at this important period of your son's/daughter's education moves ever closer.

Yours faithfully,



**Claire Middlehurst**  
**Senior Vice Principal**

A hardcopy of this letter will be handed to students Monday 22<sup>nd</sup> April

## Year 11 Leavers Preparation and Study Leave

Name of son/daughter: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

- I give my consent for my son/daughter to be 'on study leave' from Monday 3<sup>rd</sup> June.
- I understand that I take full responsibility for my son/daughter except when they are in school for an exam or a timetabled revision session.
- I understand that no additional learning will be provided by school staff for my son/daughter whilst they are on study leave beyond that which has already been provided.
- I understand that I am responsible for ensuring that my son/daughter attends all relevant exams and timetabled revision sessions, and will attend in full school uniform.
- Where my son/daughter has a morning exam, I will ensure that they are in school for 8.15am.
- Where my son/daughter has an afternoon exam, I will ensure that they are in school at 12.10pm.
- If my son/daughter is eligible for Free School Meals, I understand that they are able to come to school at lunchtime – 12.10-12.50pm for Year 11 students during the exam period – to have their lunch, or I will contact School Reception to arrange for a packed lunch to be provided and arrange collection; if my son/daughter comes into school, I will ensure that they wear full school uniform.

Signed: \_\_\_\_\_

In order for us to help your son/daughter with their learning at home whilst at study leave, please let us know if you require any further support:

1. Does your son/daughter have access to a device with wi-fi – tablet and/or laptop – to enable them to access revision materials?  
Yes/No
2. If no, would you like support with enabling your son/daughter to have access to a device?  
Yes/No

Should support be needed, our IT staff will be in contact with you to discuss arrangements for the collection and return of devices loaned out by the school, including our acceptable use policy.

PLEASE RETURN TO SCHOOL RECEPTION



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19<sup>th</sup> April 2024

**Our Ref:** SBa.KH

**Your Ref:**

Dear Parent/Carer,

**Re: Yr 13 Study Leave**

As we approach the final summer exam series, we write to make you aware of our arrangements for study leave. External written exams begin on Tuesday 7<sup>th</sup> May, and the full exam timetable – along with all other relevant documentation related to exams - can be seen by visiting [Gospel Oak School - Exams](#). Please read the following information carefully:

1. All students will remain in school, following their usual timetable – unless they have an external exam – until 1pm on Friday 24<sup>th</sup> May. Full office dress must continue to be worn.
2. A 'Final Assembly' will be held for all Year 13 students at 11.20am on Friday 24<sup>th</sup> May; this will include a buffet lunch for all Year 13 students and students will be dismissed home at the end of this assembly by Mr Bala. Office dress must continue to be worn.
3. Student leave for Year 13 students will be decided on a student-by-student basis by Mr Bala. Consent will be required from home to enable study leave to be taken where this is considered appropriate.
4. From Monday 3<sup>rd</sup> June, students **must** attend school for all of their timetabled exams; if their exam starts at 9am, they must be in school for 8.15am to support with final exam preparations, and if their exam starts at 1pm, they must arrive at 12.10pm. Full office dress must continue to be worn.
5. From Monday 3<sup>rd</sup> June, if students do not have an exam, they **must** attend school where they have a timetabled revision session; these timetabled revision sessions are designed to ensure that students receive important last-minute information regarding exam technique to support student progress. Further information will follow in due course about the timetabled revision sessions. Full office dress must continue to be worn.
6. From Monday 3<sup>rd</sup> June, if students do not have an exam or a timetabled revision session and have been granted permission for study leave, parents/carers may **choose** for their son/daughter to be 'on study leave'. *If you wish for your son/daughter to have study leave, please complete and return the attached consent form.* No additional learning will be provided by school staff during study leave beyond that which has already been provided.
7. From Monday 3<sup>rd</sup> June, if parents/carers do not choose for their son/daughter to have study leave, students will continue to follow their usual timetable in school unless they have a timetabled revision session. Where exams have been completed in the timetabled lessons, students will be able to revise independently with staff supervision for their remaining exams. *If you do not wish for your son/daughter to have study leave, there is no need to take any further action.*
8. Free School Meal provision will continue to be made available for all eligible students.
9. Please note that **there is no option for flexible study leave**; for example, your son/school and three days at home.
10. Arrangements for signing in and out of school in line with parents'/carers' chosen approach to study leave will be explained to students in school.
11. Where parents/carers have specific questions related to the individual needs of their son/daughter, please contact Mr. Bala directly to discuss.

Students recently sat their second round of mock examinations, and we are delighted with the progress shown. Please congratulate your son/daughter on their continued hard work and positive attitude to learning. As we are now approaching their final examinations in the summer term, I am writing to you to offer some additional interventions on top of those currently in place in classrooms.

As a school we are committed to ensuring that every student achieves the best possible outcomes and your support in ensuring that your son/daughter takes up every additional opportunity to achieve is essential. Some examples of these have happened in Maths this academic year where students have been provided with additional lesson time, holiday tuition and revision resources to ensure that curriculum coverage is accelerated. We are now able to offer similar interventions across our range of subject areas.

Please discuss the interventions detailed below with your son/daughter and reiterate the impact that these will have on their final outcomes and post 18 destinations.

As always, thank you for your continued support of the work of the school at this important period of your son's/daughter's education.

Yours faithfully,



**Mr S Bala**  
**Associate Assistant Principal Post 16**

A hardcopy of this letter will be handed to students Monday 22<sup>nd</sup> April