



The Ferrers School: Ofsted, 3 March 2026: Letter to Parents/ Carers

7th May 2026

Re: The Ferrers School recent Ofsted Inspection

Dear Parents/Carers,

I am writing to share the outcome of our recent Ofsted inspection, which took place on 3-4 March 2026 under the new Ofsted report card system. During the inspection, our students and staff were exemplary ambassadors for the school, and I am incredibly proud of them all and what we are achieving together already as Team Ferrers. I would also like to sincerely thank you all for your warm welcome, support and positive engagement throughout this academic year.

The new inspection framework for Ofsted no longer includes one-word judgements of a school's overall performance. The new way of carrying out inspections is designed to ensure schools are meeting the needs of all students, including disadvantaged and those with SEND. The previous inspection grades of Outstanding, Good, Requires Improvement and Inadequate have been replaced with a five-point scale with 'Expected Standard' being the new benchmark for secure performance.

Ofsted has produced a useful guide on their new report cards and grades which you can watch below:

<https://www.gov.uk/guidance/understanding-ofsted-report-cards-and-grades>

We are very pleased with the outcome of this inspection, which celebrates so many of the strengths here at The Ferrers School, including our inclusive ethos, the positive behaviour of our pupils, and the genuine pride and commitment shown by our staff every day. The Report Card rated the school at the **Expected Standard** in four key areas:

- **Attendance and behaviour:**

- *"Attendance is a priority for the school."*
- *"The excellent pastoral care offered by house leaders and other staff is effective at reducing barriers and supporting pupils to attend more regularly."*

- **Inclusion:**
 - We are praised for our commitment to supporting all students.
 - *“Staff prioritise getting to know the pupils, and students in the sixth form, well. This means that staff quickly identify when any additional support is needed.”*
 - *“Staff work together to minimise any barriers to pupils’ learning and to ensure that pupils can participate in school activities. Pupils with special educational needs and/or disabilities receive nurturing care.”*

- **Leadership and governance:**
 - *“Leaders at all levels, including those from the multi-academy trust, are united in their ambition to make sure that all pupils achieve well and are suitably prepared for their future lives.”*

- **Post 16 provision:**
 - *“Leaders have constructed study programmes designed to raise students’ aspirations and give them a broad range of course options.”*
 - *“Students gain a depth of knowledge that prepares them for their next steps in education, training or employment.”*

For the areas of ‘Achievement’, ‘Curriculum and teaching’, and ‘Personal development and wellbeing’ the inspectors rated these as ‘Needs Attention’, reflecting that while strong foundations are in place, some aspects of provision are not yet consistently meeting the expected standard and remain priorities for ongoing development.

- **Achievement**
 - *“In recent years pupils have not achieved as well as they should”*
 - *“This has improved in the sixth form, where students typically make progress in line with national averages.”*

- **Curriculum and teaching**
 - *“Leaders have constructed a broad and ambition curriculum.”*
 - *“Leaders have provided training and outlined the strategies they expect teachers to use. These are beginning to have an impact.”*

- **Personal development and wellbeing**
 - *“There is some variation in the impact of the curriculum for personal, social and health education (PSHE) on pupils.”*
 - *“Pupils across the school learn how to keep themselves safe and physically and mentally healthy.”*
 - *“Leaders ensure that pupils benefit from a well-considered careers programme.”*

We are encouraged to see that the areas identified for further development are ones we already have a clear focus on and are actively working to strengthen. Lasting improvement takes time, and we are excited about the progress being made and remain wholeheartedly committed to providing the very best education and opportunities for every child in our community.

I would invite you to read the full report on the TFS website here:

[Ofsted | The Ferrers School](#)

Thank you again for your support, confidence and trust.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Clare Raku', with a small flourish at the end.

Clare Raku

Principal of The Ferrers School