

Inspection of a school judged good for overall effectiveness before September 2024: Logic Studio School

Browells Lane, Feltham TW13 7EF

Inspection dates:

19 and 20 November 2024

Outcome

Logic Studio School has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Alex Pett. This school is part of Tudor Park Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Steve Price, and overseen by a board of directors, chaired by Charlotte Warner.

What is it like to attend this school?

The school provides a professional, calm and caring learning environment. Pupils in Years 10 and 11, and students in the sixth form, focus on their studies and develop positive and respectful relationships with each other and with staff. The school has high expectations that pupils develop the character, skills and knowledge to be successful in a range of academic and work environments. Pupils are very well prepared for their next steps in education and employment.

Staff and pupils appreciate the small size of the school community in which everyone knows each other well and no one goes unnoticed. Staff are quick to spot if anyone is not quite themselves and promptly help to resolve any concerns. The school's coaching programme ensures that pupils have regular personalised support with all aspects of their school life, including their learning and their well-being. Pupils are safe in school.

Pupils benefit from a wide range of opportunities to broaden their outlook and gain insight into the world of work, including events with representatives from different occupations and professions, internships, educational excursions and residential trips. Through the school's employer engagement pathways, pupils see the relevance of their studies to a range of sectors. They gain industry-specific experiences and qualifications, including in cybersecurity and games design.

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

The school's curriculum provides pupils with opportunities to gain qualifications across a broad range of academic and vocational subjects. The school sets out clearly the content of the curriculum and how it should be delivered in 'The Logic Lesson'. Well-organised training ensures that staff know and follow the expected routines across all subjects. Teachers ensure that pupils regularly revisit and reinforce prior learning before applying this to more complex ideas. They provide pupils with helpful ways to remember key facts over time. Teachers also draw upon their strong subject knowledge to develop pupils' use of more technical vocabulary, express their thinking clearly and deepen their learning. They design the daily 'prep' sessions to enable pupils to revise, check their understanding and apply their knowledge in all subjects.

Staff swiftly identify when a pupil is at risk of falling behind and determine the specific approaches to enable each pupil to succeed in their studies. Pupils who need more support with reading embark on the school's reading programme so that they catch up. The school provides strong support for pupils with special educational needs and/or disabilities (SEND). Staff use a range of effective strategies so that pupils with SEND access the same curriculum as others and achieve as highly.

The school recognises and acts promptly when improvements are needed. For example, leaders identified that in a few subjects, pupils need to develop their literacy skills to improve the quality of their written responses. The school has prioritised staff training to ensure there is a clear and consistent approach to the progression of pupils' writing skills. Pupils' work demonstrates considerable strides in the structuring and content of their written work as the school's focus on this aspect of the curriculum becomes embedded.

Staff appreciate the school's organisation of training relevant to their roles and professional development. Leaders are mindful of staff workload when making any changes to expected policy and practice in the school.

Leaders are highly considerate of pupils' contrasting experiences before starting at the school, including those who have not attended school for a while. Staff work closely with any pupils who need to overcome barriers to their engagement with school, including poor attendance. This is especially the case for those joining in Year 10, who might need time to adjust to the routines, boundaries and expectations that are new to them. The school carefully considers the individual circumstances of each pupil, working closely with families and outside agencies to support their successful integration into school life. For most pupils, this enables their motivation and attitudes to learning to improve. Pupils in Year 11 and students in the sixth form generally attend well. Improving attendance of some pupils in Year 10 is an ongoing challenge for the school. Staff do not stand still in their actions to support the pupils who continue to be persistently absent from school.

Pupils' readiness for adulthood and life beyond their school and local environment is enhanced through the personal, social, health, citizenship and economic education and relationships and sex education (RSE) programmes. Pupils cover topics on physical and mental health and well-being. The RSE programme supports their understanding of risks

to their safety, including online, and key themes, such as healthy relationships and consent.

The Trust provides valuable support to the school in addressing ongoing priorities, including leadership development and governance. The local governing body is well informed about the work of the school and draw upon their training and experience to fulfil their statutory responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Levels of attendance of some pupils who join the school in Year 10 are considerably lower than those in Year 11. The school's work to improve attendance is not reducing rates of absence swiftly enough. Pupils in Year 10 who are persistently absent miss out on the good quality of education and the high-quality experiences the school provides. The school should implement the further strategies and support needed in its work with pupils and their families, and external agencies as needed, to ensure that the attendance of pupils in Year 10 improves.
- In a few subjects, pupils' written work does not reflect their knowledge and understanding accurately. This limits pupils' achievement in these subjects. The school should continue to consolidate its work to improve the quality of pupils' writing.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in March 2019.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142781
Local authority	Hounslow
Inspection number	10346013
Type of school	Other secondary
School category	Academy studio school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	328
Of which, number on roll in the sixth form	233
Appropriate authority	Board of trustees
Chair of trust	Charlotte Warner
CEO of the trust	Steve Price
Principal	Alex Pett
Website	www.logicstudioschool.org
Dates of previous inspection	13 and 14 March 2019 under section 5 of the Education Act 2005.

Information about this school

- Since the previous inspection, there have been several changes to the leadership of the school, including a new principal and a new CEO.
- The school is part of the Tudor Park Education Trust.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.
- The school does not currently make use of alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with school leaders, including the principal, the CEO, the chair of directors of the trust, and representatives of the local governing body.
- Inspectors visited a sample of lessons, spoke to some pupils and students about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors took account of the views of staff, pupils and students in their responses to surveys. Inspectors also considered the views of parents and carers in the responses to Parent View and in a telephone conversation with a parent.
- Inspectors reviewed a wide range of documentation including the school's self-evaluation, the school development plan, the school's records of pupils' behaviour and attendance, and the school's provision for pupils' personal development.

Inspection team

Amanda Fraser, lead inspector

His Majesty's Inspector

Aruna Sharma

Ofsted Inspector

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