

OVERALL EFFECTIVENESS (2)

- The standard of education in the Academy is good
- Whilst historically pupil outcomes have Required Improvement, progress overall is currently good. Rapid improvements were made in 2015 outcomes across a range of subjects, most noticeably in English 3LOP. Mathematics showed slight improvement but with a significantly weaker examination cohort.
- Gaps for disadvantaged pupils are closing and the Academy judges the use of its additional funding as effective.
- Quality assurance and improving outcomes show that the quality of teaching, learning and assessment is now good. Accurate, externally moderated assessment ensures that intervention is directed appropriately.
- PDBW is a strength. Pupils are not disadvantaged by low attendance or high exclusions. Incidents of low-level disruption have reduced, remain low and continue to decline. EET outcomes are outstanding.
- Safeguarding is highly effective. Pupils are safe and well cared for through both long-standing established systems and specific curriculum content to address key safeguarding concerns.
- The Academy's planned provision for the promotion of pupils' spiritual, moral, social and cultural (SMSC) development and pupils' physical well-being is good
- Leadership and management is good. Self- evaluation is effective and rigorous and has led to improved teaching and learning and pupil outcomes. Subject leaders know their areas well, and are well placed to continue the necessary improvements. The significant improvements in the 2015 performance and key indicators for the 2016 results and across all year groups indicate how effective whole school actions are leading to rapid improvements which are set to be sustained.
- Governors are knowledgeable and hold leaders to account through the effective interrogation of data and information.

LEADERSHIP and MANAGEMENT (2)

- There is a clearly articulated vision for the academy to be successful, inclusive and highly regarded by all stakeholders.
- Parents view the academy very highly. (Ref OFSTED Parent view portal) The Academy was oversubscribed in year 7 for the first time in September 2015.
- Following the disappointing performance in 2014, clear improvements were made in 2015 with a significantly less able year group. Further improvements are set for 2016 in a wide range of subjects including English and mathematics.
- Rigorous, comprehensive and systematic quality assurance processes are leading to improvement. Accordingly, senior leaders and governors have a very accurate understanding of the Academy's strengths and weaknesses. Improvement planning is effective and there are clear trends of improvement in a range of outcomes.
- A broad and balanced curriculum meets the needs of pupils in all year groups and promotes both academic and vocational aspirations. Recent curriculum changes ensure that more students are now following a traditional curriculum (increase of 56% to 71% entered for Ebacc). Many opportunities to learn in a variety of settings and contexts exist.
- Pupils' understanding of fundamental British Values and knowledge about safeguarding, and radicalization are explicitly developed through the curriculum.
- Performance Management processes focus on pupil progress and include a personalized coaching-based staff CPD programme based on aptitudes and career stage expectations. The evidence of impact seen in classroom observations include: a wide range of questioning strategies being employed; the use of challenge tasks being targeted to ability; the use of assessment information to inform planning; and support booklets being used to increase the pace of learning.
- The views of staff are regularly sought and staff morale is high and staff absence is low and reducing.
- A range of external partnerships have secured improvements in the quality and leadership of teaching. This extends from provision for NQTs, teachers requiring improvement and teachers moving from good to outstanding (Transform TSA) to Senior Leaders development of self-evaluation

and access to NPQSL programme (George Spencer Academy Challenge Partners HUB); external moderation of teacher assessment Carlton le Willows/Quarrydale Partnership); the East Midlands Maths East and West Hubs for Teacher Subject Specialist Training (TSST); Trust Academies for joint moderation exercises; and the local primary school transition partnership.

- The Library Resource Centre has provided extended opening (before, after and lunchtimes) and the number of pupils accessing the library has increased year on year as has the proportion of pupils taking out books. A number of small group reading interventions and a pilot of Accelerated Reader have also led to an increase in reading ages
- Governors discharge their statutory functions and hold leaders to account well. They have a clear grasp of the issues facing the academy.

TEACHING and LEARNING (2)

- Actions to address the quality of teaching and learning have had significant impact. The quality of teaching is now judged as Good where before it Required Improvement.
- QA Subject Reviews are currently undertaken by the Headteacher ensuring consistency of judgements and reports are moderated by the Trust Director. QA judgements are externally moderated through Challenge Partner Reviews
- Typically, teachers have good subject knowledge and through effective planning teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. Questioning is used to check understanding and address misconceptions; and learning is reviewed through plenaries. Pupils work is differentiated to address their needs.
- A standardized lesson planning format is assessment driven to ensure that the needs of all pupils are met. To support this, curriculum groups are frequently reviewed at assessment points to ensure that pupil needs are planned for accordingly.
- In the KS3 Raising Achievement Strategy, the BSKB numeracy/literacy ICT package is used as a diagnostic tool to good effect within the Acceler8 curriculum particularly where pupils' performance is identified as needing a boost. There is good evidence in KS3 data that this initiative has had an impact, particularly for those who engaged well.
- All subject areas set homework in line with the Academy's policy – sometime this consolidates learning from previous lessons, or is in preparation for upcoming learning. Sometimes it is to deliberately challenge pupils. Homework is particularly well-developed in mathematics and English
- In addition the Library Learning Resource offers pupils the opportunity to complete homework after school each day. Of the 40 regular users in Ys 7 and 8, the vast majority are pupil premium pupils.
- Since 2014/15 the Academy regularly opens to pupils on a Saturday for those who chose to work there independently with supervised support. The Year 11 Centre has increased the number of learning hours available to year 11 by 699 across the last academic year which has been used as extended learning/ homework sessions
- The Academy has adopted the ASK Yourself /Mastery curriculum in Y7 (originally developed by Shenley Brook End School.) This enables all pupils to know exactly what they need to do to improve their knowledge and skills and will encourage independent learning in KS3. This will be phased in over 3 years in KS3). Pupils will complete pre and post module assessment to show progress within each module to ensure pupils and parents are aware of the skills acquired and the next steps required.
- Rigorous and regular quality assurance of pupils' books shows that teachers mark pupils' books frequently and that pupils are given feedback which helps them to improve. There is a consistent approach to feedback through the use of a What Worked Well (WWW) and Even Better If (EBI) system. QA pupil input shows that almost all pupils know where they are and what they need to do to improve.
- Regular work scrutiny shows that pupils are making greater progress over time. Pupils have their targets on the front cover of their exercise books in the vast majority of subjects. In Art, where pupils don't have books, cards are used to share targets with all pupils.
- The school provides assessment information termly to parents in addition to annual target setting and reports. For year 11 target setting/mentoring meetings, parents are invited to individual meetings with pupils. Parent view shows 93% are happy with assessment information.
- In addition, to support academic intervention and extension, teacher assessment information is used at Academic Review Board Meetings with senior leaders, pupils, parents and Chair of Governors.

- To support the Academy's inclusive ethos the "Eagle Centre" was opened in September 2015 to meet the needs of EAL learners. This programme ensures all pupils receive personalized language support on entry to develop their English grammar, vocabulary and comprehension skills in order to support a successful transition back to a mainstream curriculum.
- Y7 catch-up funding was used in 2014-15, to provide an intensive fortnight developing key numeracy and literacy skills (PETXi). Pupils made good progress in both numeracy and particularly literacy. 2015-16 catch-up funding is being used to implement a number of specific programmes including: Accelerated Reader, Catch-up Literacy and Numeracy, Sound Academy Training, as well as to purchase resources such as 'Numicon' to support low-level learners in mathematics.

PERSONAL DEVELOPMENT, BEHAVIOUR and WELFARE (2)

- **Provision for pupils' personal development, behavior and welfare is good. Pupils have good attitudes to learning and show respect for others and their views.** Under previous inspection frameworks the Academy maintained outstanding judgments in the areas of Safeguarding and Care, Guidance and Support. Work continues to be of the highest calibre in this area.

Attendance

- Attendance was below average in 2013 but improved considerably in 2014 through concerted, systematic and rigorous action. Similarly, persistent absenteeism fell from being above average in 2013 to broadly in line with national figures in 2014. Attendance was just below average in 2014 and improving on the main benchmark measures. (ref. 2014 OFSTED Regional Report)
- Historically pupils enter the Academy with 'low' attendance, for example the 2015 examination cohort entered in year 7 with an end of year 6 average of 88%. The year 11 intervention strategy increased attendance for this group by 2.6% in one year.
- The attendance of disadvantaged students was marginally better than for comparable groups nationally in 2014. Overall attendance, whilst dipping on the previous year, sat within an acceptable range given the Academy's historical low starting points. Year 7 maintained high attendance through the year and Y8-10 were of concern. However, the intervention model developed in year 11 in 2014-15 is currently being put into these year groups are showing signs of improvement.
- Punctuality has also greatly improved. The Academy has developed a number of initiatives that have led to dramatic improvements, overall the improvement drive has reported a 70% reduction in Lates during 2014-15.
- Pupils have good attitudes to learning in lessons and incidents of low level disruption are rare.
- Pupils around the Academy are polite and welcoming to both their peers and adults
- During 2014-15 the Academy "raised the bar" through the new Behaviour "C" system and consequently whilst the actual number of exclusions increased, this expected rise in exclusions will decrease in 2015-16, now that the new "C System" is well established.
- Pupils described the model as "fair and consistent across the Academy" when surveyed and staff consultation has supported pupils' view (85% of staff during a recent survey stated the system was having a "very positive effect on low level disruption"). E.g. during HT5 (2014/5) a 32% reduction in incidents was recorded , a ratio of 3.16 positives to every negative entered, which has led to a dramatic shift in recognizing and rewarded positive behaviour (HT 1 3785 positives recorded, HT5 7098).
- The revised Behaviour Management System provides consistency and ensures that learning is not affected by low level disruption.
- Our three year partnership with Commando Joe's - a military-ethos in schools provider - has had significant impact in improving social and problem behaviours across targeted middle ability pupil premium pupils in both key stages. Our main focus here is on changing attitudes to learning and improving attendance and punctuality.
- There is an open culture. Pupils consistently state that they feel safe and are well equipped to both see the signs of danger and know how to respond. The Academy delivers a bespoke curriculum to pupils in KS3 based on "SID" (safety, identity and difference). By the time our pupils reach Y10, they have completed projects that demonstrate their understanding of keeping themselves safe (Y7),

explored their individual and group identities (Y8) and celebrated the individual differences and diversity within the Academy (Y9). These three elements make up our well established SID campaign

- All staff have completed training to raise their awareness of Prevent, delivered by Nottinghamshire Police. They have also completed CPD on promoting fundamental British values and how preventing radicalization falls within safeguarding. Senior leaders completed a training session with Brown-Jacobson (solicitors) on its legal duties under the Education and Counter terrorism Act(s).
- All students completed a lesson on British values on the first day back and drop down days running throughout the year (x6 in total) will further promote fundamental British values through the subjects of citizenship, RE and PSHE. Discriminatory language is challenged by all staff and racist and homophobic incidents are logged and reported to the LGB. This will extend to all protected characteristics within the Equality Act this academic year. The Academy's October INSET has been planned with the theme of 'trans gender' both to raise understanding and specifically support one Y10 pupil through their right to trans-gender

Exclusions

- The use of exclusion in 2013 was broadly in line with the national rates. Pupil premium pupils at the academy are not being adversely disadvantaged through exclusions. The Academy has been able to maintain its average exclusions through its ongoing and growing use of the innovative Saturday Consequence School; this initiative has been central to maintaining low exclusions and increasing the level of challenge to eradicate the minor incidents of poor behaviour.

Education, Employment or Training (EET)

- Outstanding provision in this area is responsible for outstanding EET figures.
- The Academy's planned formal and informal curriculum opportunities ensure pupils are well prepared for the next phase of education, employment or training is leading to outstanding outcomes (the programme begins in Y8; in Y10 the Employability Programme involves 40+ business partners supporting CV writing, mock interviews and Work Experience for all)

OUTCOMES FOR CHILDREN AND LEARNERS (3)

Attainment

- Attainment over time has been low. In 2014 student attainment was on average one GCSE grade lower in English and mathematics than all pupils nationally.
- The Academy no longer judges outcomes for children and learners to Require Improvement because of the rapid improvements made in 2015 across a range of subjects. Accurate and externally moderated assessment indicates confidence in the accuracy of assessment judgments and analysis, particularly for the 2016 GCSE cohort.
- In 2015 the Academy fell just 3 pupils short of the 40% 5ACEM threshold.
- Attainment on entry (AOE) varies between below and well below average. AOE in 2015 was well below average (-2.9 below and -1.6 below in 2014). The clear improvement between 2014 and 2015 is therefore evidence of clear progress given the declining ability on entry.
- In 2015 in History attainment increased by 48%; Spanish improved by 22%; GCSE Computing achieved a 71% pass rate after one year. Core Science, improved by +9% from May predictions alone; Sociology improved by +31% on the previous year. All these improvements indicate the success of the 2015 Raising Achievement Strategy.
- The academy has raised aspirations, with the number of pupils achieving an A* - B grade in any GCSE, up 155 on the previous year to 338 individual grades.
- The accuracy of teachers' assessment is now secure. The vast majority of comparable subjects were within a -5% range between EXIT information and summer outcomes in 2015.
- Subject improvement plans arising from rigorous internal Quality Assurance are now sharply aligned to areas for development and key quantifiable milestone measures.
- The use of pupil premium funding is now leading to improved outcomes for disadvantaged pupils. Personalized rewards, opportunities to experience a range of residential trips both in the UK (Outward Bound Y10 & 11) and wider European curriculum events (Belgium and the Academy Spanish Cultural Exchange Programme) and support with uniforms and equipment are all ensuring pupils are not adversely disadvantaged by low attendance or exclusions and are well prepared for the next phase of education, employment or training.
- In 2015 PP pupils in Y11 received additional tutoring from both QTS teachers and the Academy ex-Y11 (high-flyers) mentoring programme to good effect and this contributed well to the increase in progress in both English and mathematics. Gaps are closing and the Academy judges the use of its additional funding, as effective.

Progress

- In a wide range of subjects the proportions of students who made 3 LOP improved from 2014 to 2015 and is predicted to improve yet further. Past underperformance in History and Spanish has been turned around.
- The overall proportion of pupils making expected progress in English improved sharply from the previous two years. The improvement in mathematics is more modest but when staffing issues and the low ability of the intake are considered, the past improvement in progress has paved the way for the good progress currently.
- Progress in English has improved and is now good and progress in maths isn't far behind. Progress in other subjects and year groups is similarly improving
- **English.** From the 3 different starting points (L, M, H) the proportion of pupils making expected progress in English is almost equal to the national rate for low and middle pupils the proportions of pupils exceeding expected progress from the 4 different starting points is moving closer to the national figures. Outcomes in English over time are improving strongly and consistently and are now good.
- **Maths.** The proportions of pupils making the expected progress from the 3 different starting points (L,M,H) in maths has required improvement. However, they are now close to national figures for Middle ability pupils and improving overall.
- The progress of higher attaining students in both English and maths is strongly improving over time. In maths, in 2015 the proportions making 4 levels of progress was very close to the national rates when considering their starting points. Outcomes in maths are now good when the proportion of pupils who were expected to make three levels of progress based upon their prior attainment at Key Stage 2 in comparison to the actual proportion who made three levels of progress in 2015 are taken

into account. (See linked graphs) In both English and maths the gap between the progress made by disadvantaged pupils and all other pupils nationally has consistently and markedly closed over the last 3 years.

- In summary, tracking the proportions of pupils making the expected progress in maths from 2014 shows year on year improvement with much higher predictions in 2016. In 2016 the Academy is predicting progress as being close to the national medians for the 3 different starting points (good). In English, the Academy is predicting the good outcomes from 2015 will be sustained and slightly improved upon in 2016.
- The gap between disadvantaged students and other students nationally is closing in English. The picture is less clear in mathematics and particularly because the national median fell in 2014 and is used here by default for 2015. There is no evidence that the gap is widening in mathematics.
- The Academy made extremely accurate predictions overall having been a key priority for TVA in 2014/15. In 2015 all key measures were between + or – 5% from EXIT and English 3LOP was accurate.
- 24 (65%) of the 37SEND in 2015 were also low ability on entry (KS2 APS L3 or below). 30% of this group made 3LP in English which represents good progress. In maths, the same group performed less well (8%, compared to NA of 26%). Just under 30% of all grades were A*-C with 20% being A*-B. 13% of these pupil achieved 5A*-D with over half getting 5A*-G grades. 12 of the pupils were middle ability on entry, 58% of these achieved 3LP in English (close to NA), and performance indicates how the quality of teaching and curriculum offer has supported SEND pupils to overcome their needs in English. However only 25% achieved 3LP in maths. Over 40% of their grades were A*-C with about 16% being A*-B. It is clear that whilst the curriculum is leading to good progress in some areas, more work needs to be done to ensure this vulnerable group are not disadvantaged in the next phase of their education, employment or training.
- The Academy needs to continue its work to ensure more able pupils achieve A*-A grades. In 2014 about 20% of all grades were B or above. In 2015 this percentage rose to 30% with a weaker cohort. 2016 forecasts predict that almost 50% of all grades will be at B or above.

Progress in Other Year groups (KS3)

- In Y7 the Academy expects a minimum of 2-sub levels of progress by the end of year exam in English and Mathematics. In all other subjects the Academy expects pupils to be working one whole level above their key stage 2 APS. This follows the national 'expected progress' model and ensures pupils are not under-targeted. In year 8 and 9 the Academy forecasts end of key stage with an expectation that all pupils will make a minimum of 2 full levels of progress by the end of key stage 3.
- Science now uses a new Activate Scheme of Learning for KS3, following changes to the national curriculum. Teachers report that pupils have made good progress. The Science team are confident that AP1 2015-16 will report significantly better progress across the key stage and given their growing assessment accuracy at KS4.
- Year 9 has been a concern. As an untypically small year group each pupil represents more than 1% in progress calculations. In response, the 2014-15 year 11 intervention strategy is currently being revised to shift the emphasis to this critical group.
- Tracking of progress in English and maths in years 7-10 shows a similar improving picture with pupils on the whole making good progress. Past underachievement in the current year 10 English cohort is due to unavoidable staffing issues – these pupils have had two years of being frequently taught by ITT participants. This has been resolved by the Head of subject grouping these pupils together, creating a boys only group, and ensuring that these groups are taught by strong teachers with a proven track record of accelerating progress; consequently, this cohort is now rapidly catching up.
- Foundation subjects are now working towards much higher targets (now based on an En/Ma average) ensuring that aspirations across all subjects are high.