

Review of Overall School Effectiveness (ROSE) Sporting Stars Academy

Executive Headteacher: Emma Tench Headteacher: Nicky Crookshank	Date/s of visit: 3 rd and 4 th October 2022
School email address: admin@sportingstarsacademy.com	Proprietors: Sporting Stars Community Interest Company Chair: Shane Anthony Tudor
ECM education adviser: Gena Merrett	
Changes in school context since the last inspection: <ul style="list-style-type: none"> A Headteacher has been appointed and Emma Tench is now the executive headteacher. This will enable the headteacher to focus primarily on the quality of teaching, learning and standards in the school. New experienced staff have been appointed to lead mathematics, English and to teach a nurture group of the most vulnerable learners. An external consultant and the Local authority have confirmed that safeguarding is effective in the school. 	<ul style="list-style-type: none"> EAL/PP/NOR etc GB changes Awards Other
Prior to the visit the following activities were undertaken: Analysis of: <ul style="list-style-type: none"> IDSR SPS Internal school data Last inspection report 	Prior to the visit the following activities were undertaken: <ul style="list-style-type: none"> Curriculum policies and planning Self-Evaluation Summary (SES / SEF) School Impact Plan (SIP / SDP) Other reports e.g. LA, ECM & Diocese School website Other
ECM refer to the School Inspection Handbook and the Independent Schools Standards as a starting point for their evaluations	
The analysis identified the following key lines of enquiry:	SLT agreement
1. Is the curriculum clearly organised? Is the key learning identified at the end of each unit of work? Does learning build on prior learning and is it well sequenced?	Yes
2. Is teaching and assessment effective? Are pupils reading effectively? Are they learning and achieving well?	
3. Does the learning environment support learning effectively?	
4. Are pupils with SEND identified quickly and accurately? Is the curriculum adapted for them and are they supported effectively so that they can access the full curriculum and achieve well?	
5. How effectively do leaders monitor the quality of the curriculum and its implementation?	
6. How well do teachers support and promote effective behaviour and attitudes to learning.	
7. To what extent is the personal development of pupils preparing them to for the next stage of their education or for work and for British Citizenship?	
During the visit, the following activities were undertaken (highlight): Monitoring of: <ul style="list-style-type: none"> Pupils' workbooks Teachers' planning Learning walks Observations of learning School monitoring documents School policies Website 	Discussion with (highlight): <ul style="list-style-type: none"> Proprietors Headteacher / Principal Executive Headteacher. Teachers / Teaching assistants Pupils

Review of Overall School Effectiveness (ROSE) Sporting Stars Academy

Senior leaders confirm that the following are compliant:

Website	√	Safeguarding	√	Risk assessment	√	Equality	√	Health and safety/premises	√
---------	---	--------------	---	-----------------	---	----------	---	----------------------------	---

Overall effectiveness

Key points: Summary

- School leaders have moved rapidly to improve all aspects of the school’s provision since the summer.
- Leadership has been strengthened by the appointment of a highly experienced secondary headteacher to work alongside an executive headteacher, with a strong focus on teaching, learning and raising standards.
- All subjects have well-sequenced and progressive curricula in place, which are to be further improved and developed this year.
- Teaching has been strengthened by the appointment of experienced maths and English leads and a strong primary teacher to work with a nurture group consisting of the school’s most vulnerable learners.
- Assessment has been strengthened by the introduction of an electronic tracking and information system.
- Pupils SEND and emotional needs are being well supported by the school.
- The personal development of pupils is being improved by the introduction of a programme of PSHRE and careers education to teach them about personal safety and relationships and to prepare them for the next steps in their education or employment.
- Pupils are offered a wide range of activities and sports for their wider development and the teaching of practical sports is effective.
- Safeguarding in the school is effective, as confirmed by a local authority review. Recording will be further strengthened by the introduction of a CPOMs electronic system. Staff are well trained in safeguarding procedures and practice. Pupils state emphatically that the high levels of staff ensure that they feel safe in the school at all times.
- The school accommodation is of a high quality with well-presented learning environments. A local sports centre with excellent facilities is used for sports activities.
- A robust framework for teaching lessons has been introduced alongside a new marking and assessment policy to ensure a greater consistency in teaching and assessment across the school.
- Relationships between pupils and adults are strong and pupils are generally well-focused in lessons and keen to learn.
- Behaviour in lessons and around the school is good. Where incidents of poor behaviour occur, they are dealt with effectively by staff. Teachers are well supported by dedicated support staff.
- School leaders now have a clear understanding of the school’s strengths and areas for development.

Next Steps

- Whilst teaching in core subjects has greatly improved, vocational education requires more challenge in both pupil goals and learning activities to ensure all pupils achieve their full potential.
- Teaching assistants know pupils well and work hard to support their learning but would benefit from working more closely together with teachers to target their support more effectively.
- The curriculum in core subjects and PHSRE needs further development and embedding. Teachers need to be clear about what pupils will learn by the end of the year, by the end of each half-term and by the end of each lesson and learning goals should be challenging.
- The reading strategy requires some redirection if reluctant readers are to be encouraged to enjoy reading.
- In order to raise standards of achievement, leaders need to address how lessons are organised to enable staff to prepare pupils to sit examinations in May and June.
- Leaders need to put into place the ‘Lessons Learnt’ performance management systems to hold the headteacher and all staff to account for the quality of provision and pupil achievement.

Review of Overall School Effectiveness (ROSE) Sporting Stars Academy

Quality of Education

- All subjects have in place a progressive and well sequenced curricula that set out, in the long and medium term, what pupils will learn. These need to be further embedded and developed to ensure all pupils have ambitious learning goals.
- The appointment of new experienced teachers for English and maths and a primary teacher to teach the most vulnerable pupils has significantly improved teaching in the school. The teaching of core subjects and humanities is now much more effective.
- Leaders have introduced a clear framework for teaching lessons and for assessment. Whilst staff need further support to fully embed this, it has already had a good impact on the quality of learning in lessons.
- Where teaching is good, teachers recap prior learning effectively and support pupil’s language development by a strong focus on new vocabulary at the start of and throughout the lesson. They question pupils well to extend their learning and use a number of plenaries to ensure that pupils understand new content. Instructions are clear, subject knowledge is good, tasks are challenging and pupils are well focused, keen to learn and make good progress. This is evident in several of the maths, English, science and nurture group lessons. This was also evident in art and a practical sports lesson, where teachers’ passion and strong subject knowledge ensured that pupils worked well and make good progress.
- Pupils spoken to clearly enjoy their learning and spoke enthusiastically about their favourite subjects.
- However, teaching is variable across subjects. In some lessons the learning intention does not match the activities undertaken in lessons, instructions are less clear and questioning is not robust, so that teachers do not follow up limited responses or they too soon just tell pupils the answer.
- In other lessons pupils are not sufficiently challenged, learning goals are too limited and lessons are characterised by too much copying from the board, which slows the pace of lessons, especially for the less able. This is the case in some vocational lessons where pupils are not sufficiently taught what they have to do to achieve a merit or distinction grade and are not given the opportunity to undertake tasks that would help them understand how to reach those goals. Visits to relevant venues would also bring the subjects to life and provide opportunities for pupils to understand the practical application of these subjects.
- Pupils with the highest SEND needs are taught well in the nurture group, through an ambitious curriculum and they make good progress. Pupils are well supported in lessons by teaching assistants who know pupils well and work hard to extend their learning. However, if they worked with the class teacher to plan lessons, they could target their support more effectively.
- There is evidence of effective marking in books that provides positive comments and useful targets for improvement. In the best examples, pupils respond to the teacher’s comments or challenge, but this is not consistent. There is good evidence of learning in books in some lessons and some good presentation shows many pupils take a pride in their work, but this is not consistent across or even within subjects.
- School leaders have introduced a programme of reading each morning during registration. Whilst some pupils enjoy this activity, the strategy needs to be better resourced and rethought to engage more reluctant readers.
- Teachers generally feel supported by school leaders and enjoy working in the school. They have had useful training in safeguarding and safer handling. They feel well supported by teaching assistants and colleagues, but feel they would be further developed by working with colleagues from other schools to share good practice and moderate work.
- Teachers discussed concerns about how to best teach and prepare Y11 pupils for their GCSE examinations in May and June. To raise standards leaders may need to reorganise teaching groups and establish well-targeted interventions.

Behaviour and attitudes

- The behaviour of pupils in lessons is good and most have good attitudes to their learning. They are keen to learn

Review of Overall School Effectiveness (ROSE) Sporting Stars Academy

and do well in the school. Some especially welcome the opportunities they have been given in the school, when they have not succeeded in previous settings.

- The school staff know pupils well and provide support to help them manage their behaviour. Where incidents of poor behaviour or emotional outbursts occur, pupils acknowledge that they are swiftly dealt with by adults.
- Pupils know who to go to if they have a problem or need help. They say that they could talk to almost any adult in the school. Pupils who have recently been admitted say they feel completely safe in the school because of the high numbers of adults that are always around.
- A school councillor, employed by the school, has regular meetings with pupils and the school works well with a range of outside agencies to support pupils' mental health and emotional and behavioural needs. Especially vulnerable pupils now work in the nurture group, until they have the confidence to be reintegrated back into main stream lessons.
- Attendance is currently 82.6%. Attendance is impeded by the distance pupils sometimes have to travel to school and by their mental health needs. The school contacts parents if a pupil is absent and teachers and school leaders make home visits and do regular phone calls home to encourage pupils to attend.

Personal Development

- A programme for personal development is now in place across the school. There is a planned and sequenced curriculum for PSHRE, with timetabled lessons. The lessons observed were well structured and gave the students opportunities to discuss and debate relevant issues such as cyber bullying and keeping safe on-line. The lessons are complemented by a tutor time programme looking at citizenship, British values and SMSC and 'drop down' days calendared to coincide with national days such as Mental Health Awareness.
- The school continues to provide a range of enrichment activities to support students' wellbeing and further their understanding of the curriculum outside of the classroom.
- Additionally, the school plans to re-introduce the independent impartial careers guidance to which pupils are entitled, to teach careers education through the PSHRE programme and to provide opportunities for visits to careers fairs, work places and take part in work experience.

Leadership and Management

- Proprietors and school leaders have acted decisively to improve the school's provision following the OFSTED inspection in June. An experienced headteacher from the secondary sector, with a strong understand of special educational needs, has been appointed to lead teaching and learning and raise standards. She is already in post. The previous headteacher is now undertaking a strategic role as executive headteacher with a focus on admissions, staffing, safeguarding and SEND.
- The appointment of experienced English and mathematics teachers and a strong primary trained teacher for the most vulnerable pupils has significantly improved the quality of education in core subjects and humanities.
- School leaders have been swift to seek advice and support to improve leadership and provision in the school. They have introduced a robust framework for lessons and a new policy for assessment and marking.
- The tracking of pupil progress has been improved by the introduction of an electronic information management system.
- Safeguarding processes and procedures in the school are effective and this has been verified by an external consultant and a local authority review.
- The tracking of pupil behaviour and safeguarding is to be improved by the introduction of the CPOMs information system.
- Leaders urgently need to put into place the 'Lessons Learnt' performance management systems to hold the headteacher and all staff to account for the quality of provision and pupil achievement.

Post 16 education

- Teaching of the core subjects in English and maths has improved. School leaders are to consider how best to

Review of Overall School Effectiveness (ROSE) Sporting Stars Academy

prepare students for their GCSE examinations.

- Pupils enjoy their lessons in vocational subjects but, to raise attainment, they need more ambitious learning goals and opportunities to learn and to attain up to distinction level.
- Post 16 pupils need to access independent careers advice and the education and guidance that will support them in the next steps in their education or employment.

Areas for improvement:

Quality of Education

- Further develop subject curricula with ambitious goals for all pupils. Teachers need to be clear about what pupils will learn, know, be able to do and remember by the end of the school year, by the end of each half-term and by the end of each lesson.
- Develop the reading strategy so that more reluctant readers are encouraged to take part in the reading activities each day.
- Improve the quality of teaching and learning across the school through coaching, sharing the best practice in the school and good quality CPD on effective questioning techniques and learning activities which demonstrate pace and challenge.
- Ensure the school's marking and assessment policy is consistently followed.
- Provide opportunities for teachers to share good practice and moderate assessment with teachers from other schools or colleges.
- Make the best use of teaching assistants by ensuring they work closely with teachers to target support effectively and help to adapt lessons to support the SEND needs of pupils.
- Improve pupils' outcomes and raise standards by the most effective organisation of class groups, by tracking pupil performance and well-targeted interventions for pupils.

Behaviour and attitudes

- Continue to work with pupils and families to improve their attendance in school.

Personal Development

- Further develop and embed the PSHRE curriculum and careers, advice, guidance and education. Track pupil destinations to assess how well they were prepared for the next steps in education or employment.
- Develop work related opportunities for pupils, through visits to venues and work places, through visitors to school and their own work experience.

Leadership and Management

- Further improve the recording of safeguarding by the introduction of an electronic recording system that staff are trained how to use consistently.
- Improve the leadership of teaching, learning and the curriculum, including subject leadership.
- Put into place performance management systems to effectively hold to account the headteacher, teachers and teaching assistants.

Sixth Form

- Improve the quality of provision and achievement by ensuring that pupils have ambitious learning goals that enable them to reach their full potential.
- Improve careers education, information and guidance for post 16 pupils so they are well prepared for the next stage in their education or for employment.

This evaluation visit was commissioned to ascertain the school's current position and to identify development points to support school improvement. The summary judgements are linked to the grade descriptors in the school inspection handbook and informed by the evidence presented on the day of the visit. A judgement will not be made if there is insufficient evidence to support a *likely* grade. Not all aspects of school practice are evaluated during the visit.

Review of Overall School Effectiveness (ROSE) Sporting Stars Academy