

## Evaluation of Overall School Effectiveness Sporting Stars Academy

Executive Headteacher: Emma Tench Headteacher: Nicky Crookshank	Date of visit: 6 <sup>th</sup> to 7 <sup>th</sup> February 2023				
School email address: admin@sportingstarsacademy.com	Proprietor: Shane Tudor				
ECM Education Adviser: Gena Merrett					
<b>School last inspection July 2022, where Independent School Standards were not met.</b>					
<p>Key areas for improvement in last inspection</p> <ul style="list-style-type: none"> <li>• Curriculum plans</li> <li>• Curriculum implementation – quality of teaching</li> <li>• Development of PRSHE, British Values programme and SMSC</li> <li>• Safeguarding processes and policy</li> <li>• Behaviour policy and implementation</li> <li>• Independent School Standards not met in relation to the above</li> <li>• Leadership in relation to meeting the Independent School Standards</li> </ul>					
<p><b>Prior to the visit the following activities were undertaken:</b></p> <p>Analysis of:</p> <ul style="list-style-type: none"> <li>• Internal school data</li> <li>• Last inspection report</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Evaluation Summary (SES / SEF)</li> <li>• School Impact Plan (SIP / SDP)</li> <li>• Curriculum plans for all subjects</li> <li>• PRSHE programme</li> </ul>				
<p><b>During the visit, the following activities were undertaken:</b></p> <p>Monitoring of:</p> <ul style="list-style-type: none"> <li>• Pupils' workbooks</li> <li>• Learning walk</li> <li>• Observations of learning</li> <li>• School monitoring documents</li> <li>• School data</li> <li>• CPOMs records for safeguarding and serious incidents</li> </ul>	<p>Discussion with:</p> <ul style="list-style-type: none"> <li>• Headteacher and Executive HT</li> <li>• Proprietor</li> <li>• Teachers</li> <li>• Pupil discussion took place on last visit and there is a record of pupil voice comments.</li> <li>• Discussion with Exec HT and nurture teacher about PRSHE programme, careers, prevent through lessons, form time and drop-down days</li> </ul>				
<b>Senior leaders and ECM consultant confirm together that the following are compliant:</b>					
Website	<input checked="" type="checkbox"/> Safeguarding	<input type="checkbox"/> Risk assessment	<input checked="" type="checkbox"/> Equality	<input checked="" type="checkbox"/> Independent school standards	<input checked="" type="checkbox"/>
<b>Overall effectiveness</b>					
<p>Key points:</p> <ul style="list-style-type: none"> <li>• Independent School Standards are all now met – Confirmed by no notice Ofsted inspection on Tuesday 7<sup>th</sup> February.</li> <li>• Leadership has been strengthened and is now effective in the following areas;</li> <li>• Safeguarding is effective.</li> <li>• There is a well-sequenced and progressive curriculum that is ambitious for all pupils.</li> <li>• Pupils with SEND are supported to make good progress.</li> <li>• The curriculum is being implemented effectively.</li> </ul>					

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- There is a programme for PRSHE, careers and personal development that is preparing pupils for the next stages in education, work and citizenship.
- Behaviour is good.
- Pupils are making good progress to achieving their qualifications in July 2023

### Quality of Education

#### Key Points:

- There is now a detailed curriculum in place for all subjects that is well-sequenced, progressive and ambitious. There are now overviews for all subjects and medium term plans are available, whilst short term planning is being done in advance of each half term, or each unit. The school has ambitious expectations that all pupils will achieve qualifications at the end of Year 11.
- Teaching and assessment have continued to improve and are effective in most lessons. There is a clear and agreed structure for lessons. Discussions with pupils shows that this is consistently used. There is some excellent practice, where work is well-modelled and scaffolded to help vulnerable pupils make good progress and teachers support pupils' resilience in tackling new and challenging work. Teachers have improved the level of challenge and expectations in the BTEC subjects so that pupils are expected to aim for the higher levels of achievement in their unit assignments.
- Pupils' SEND needs and risks are assessed on entry. There is a small nurture group where the most vulnerable pupils are taught. The nurture teacher plans and scaffolds work so they can access and make good progress in all subjects. She is supported by the subject teachers and by teaching assistants. Other pupils have their SEND needs met inclusively in lessons with other pupils. Work is adapted to meet their needs and they are individually supported by teaching assistants. The teaching assistants have had CPD to support their role and, as a result their subject knowledge and their capacity to target support effectively has improved.
- Senior leaders are monitoring teaching, assessment and pupil progress and provide regular support and CPD for teachers. They are aware teaching and assessment are not yet consistent across the school and have plans to further strengthen and develop it in some areas.
- A programme for PRSHE is now in place and is taught through discreet lessons, form period and some personal development days. This needs to be further embedded to ensure staff subject knowledge is secure on topics they have not previously learnt. Pupils however say that they enjoy the PRSHE and careers lessons and contribute well to discussion.
- Work in books shows pupils are making good progress in most lessons. Work is marked with positive comments and targets, although pupil response to the targets is often limited. There is a good range of work in maths books including problems solving and reasoning. Work in English books is relevant to the examination requirements and has a range of writing genres and responses to reading material. However, there is limited extended writing in any books and errors in spelling and grammar are rarely identified to enable pupils to learn from these mistakes and so make progress.
- Reading is a priority for school leaders. Pupils have been involved in private and whole class reading in their form period since the start of the school year. The school has just purchased the accelerated reading programme and this has now been introduced. Pupils will have daily opportunities to read and assess their progress. In addition, a phonics programme has been established for pupils with low reading ability and pupils, including some year 10 boys, are making good progress learning to decode words and blend sounds in one-to-one reading sessions.
- Tracking is now regularly undertaken electronically using the new MIS system, into which teachers are imputing their assessment data. The data shows pupils are making good progress in English, maths, science and BTEC sport and that in the recent mock exams all those entered would achieve a qualification, with 53% achieving 4+ in maths, 75% in science and 46% in English. 26% are on track to get a 4+ in both maths and English. This is a significant improvement on outcomes in 2022, when 0% achieved 4+ in maths and English and only 1% of pupils

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achieve a 4+ in Maths and science. 73% of pupils are on track to achieve a 4+ or equivalent in the sport BTEC. Some pupils may be entered for the Art GCSE, for Statistics and for English Literature.

- Pupil Voice – a pupil voice exercise undertaken with Year 11 pupils two weeks earlier showed that they have positive attitudes to learning and felt they were progressing well toward their examinations. All thought that lessons had improved and they were learning better since September and were able to talk about the lesson structure, the feedback and support they had from teachers and TAs and the booster classes they now attend.

### Behaviour and attitudes

Key points:

- Behaviour in school and in lessons is good. Pupils engage well in lessons. They want to learn and do well. This is especially evident in the GCSE classes in Year 10 and 11. Teachers and TAs are helpful in developing pupils' resilience when learning something new.
- There is a new behaviour policy that is now being implemented. Pupils are graded for their behaviour and attitudes each lesson. Whilst generally pupils behave well in lessons, emotional outbursts and more serious behaviour incidents occasionally occur, due to the mental health or emotional issues of some pupils. Pupils say these are well managed. All behaviour grades and incidents are now recorded on the new CPOMs system along with any safeguarding incidents.
- Attendance has improved at Key Stage 4, particularly in Year 11 but is less good in post 16 provision. Attendance and punctuation are affected by the distance the pupils have to travel, especially when they are living in care. Pupils are often collected by teachers or arrive in taxis. It remains an area for development.

### Personal Development

Key points:

- There is now a programme for PRSHE in place for all pupils which they study in lessons in year groups, in form periods twice each week and on personal development drop-down days, twice each half-term.
- In lessons, pupils are studying for the Personal Growth and Wellbeing BTEC as part of their PRSHE education. This covers keeping safe, mental health and RSE. The nurture group study the entry level and the Year 10 and 11 groups study level 2. Year 9 have a separate KS3 PRSHE programme.
- In addition there is an SMSC programme which is delivered on personal development drop-down days and in form period. Some of these are delivered by teachers and some by external specialists. The programme includes sexual health and healthy relationships, drug and alcohol education and preventing radicalisation. They also learn about British Values and about different cultures and celebrations. The form periods and personal development drop-down days enable pupils to look at topics such as International Women's Day, World Religion Day, Children in Need and Science Week. The teacher who organises the SMSC calendar is also establishing a school parliament so pupils can learn about our democratic processes. The programme establishes links across the curriculum that enables pupils to use both ICT and English skills and develop speaking and listening. Pupils say they enjoy the PRSHE lessons and discussions. The course must now be embedded with further staff development to ensure that teachers are secure in the subject knowledge they are conveying.
- All pupils are offered one to one careers' advice and careers' education. Pupils attend careers fairs and senior leaders are planning to invite in outsider speakers from different work backgrounds so that pupils learn more about the world of work and are better prepared for it.
- The school meets the personal and emotional needs of pupils in a variety of ways. The most vulnerable pupils are supported in the nurture group where a teacher and two TAs support their learning and emotional needs. A school councillor has regular individual and group sessions to talk through issues with pupils. Twice a week in form period pupils discuss mental well-being. Pupils also say that they can talk to their form teacher or any of

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their teachers and TAs at any time. The school leaders work with outside agencies and the educational psychologist to support individual pupil needs.

- Pupils are very positive about the relationships they have with the staff and the support they are able to access for their well-being and emotional needs. They say that in this school staff listen to them and they can always find someone to talk to. Most of them are very articulate about what they want to do next, whether that is work or college and they are grateful for the opportunities the school has provided.
- They enjoy the PRSHE lessons and the discussions and can talk about the careers advice they have received and the trips and visits they have had, for example, in science they went to Jodrell Bank. In the afternoons they have a variety of activities they can attend, including football, golf, pool, going to a gym and additional lessons such as art, statistics and booster classes. The nurture group have been taken on a number of trips. In afternoons they have additional lessons such as phonics and cooking.

### Leadership and Management

Key points:

- School leadership has been significantly strengthened since the start of this school year. Alongside the executive headteacher, there is now a headteacher who leads on the quality of education and behaviour and a strong maths teacher who also has responsibility for data and tracking, as well as a nurture teacher who leads the education and well-being programmes for the most vulnerable pupils.
- The school proprietor leads by example. He is in school every day and involved in every aspect of school life. He has supported the executive headteacher completely in bringing in external support, in strengthening the leadership and staffing of the school, in buying in electronic systems to support the tracking of progress, behaviour and safeguarding and introducing a new reading programme for pupils. All these have had a good impact on the improvement of the school's overall provision.
- All three directors are very committed and hard-working. They are very hands on and clearly want the best for the pupils in their care.
- The leadership of safeguarding is effective. It has been externally verified three times. The SCR is up to date, the policy is compliant and safeguarding systems and procedures are robust and are now strengthened by the CPOMs recording systems. Pupils have appropriate risk assessments and they are taught how to keep themselves safe in PRSHE lessons.
- The leadership of behaviour and the tracking and recording of pupil behaviour and serious incidents is good.
- School leaders have ensured that there is a progressive and well-sequenced curriculum in all subjects. They have introduced electronic tracking of pupil progress, behaviour and attendance and of the effectiveness of teaching and assessment. Moving forward these will be further embedded.
- Teaching and assessment are well led and well monitored. A lesson structure is now consistently used and leaders are developing teachers through CPD and constructive feedback. Assessment is now being electronically tracked. A process of standardisation would help to improve its accuracy in some subjects.
- Leaders have successfully implemented a programme of personal, social, health and cultural education through which they are developing the social, moral, spiritual, cultural knowledge of pupils. Pupils are being prepared for the next steps in their education and the world of work and for modern British citizenship as well as understanding how to keep themselves safe from harm.
- Leaders have ensured, by the changes that they have made, that they are successfully meeting all the independent school standards.

### Independent School Standards

All Met

Evidence to support evaluation

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- Safeguarding is effective.
- There is a well-sequenced and progressive curriculum that is ambitious for all pupils.
- Pupils with SEND are supported to make good progress.
- The curriculum is being implemented effectively.
- There is a programme for PSHE, careers and personal development that is preparing pupils for the next stages in education work and citizenship. There is a calendar of events on drop-down days to improve pupils SMSC.
- Behaviour is good.
- Pupils are making good progress to achieving their qualifications in July 2023 and 2024.

### **Areas for improvement/Next steps:**

- Improve the consistency of teaching across the curriculum so that the best practice in scaffolding work and supporting pupils to meet ambitious targets is shared across the school. Embed the new curricula and ensure it is consistently delivered to enable pupils to make good progress.
- Further improve the quality and accuracy of marking and assessment so that it supports the planning of lessons and enables pupils to make good progress, when, for example they can respond to the advice provided by teachers.
- Embed the new reading and phonics programme so pupils' reading improves and helps them to progress.
- Embed the PSHE programme and ensure that teachers have the subject knowledge they need to deliver it.
- Continue to work with pupils, parents and carers to improve attendance.
- Review, as planned, the post-16 provision to ensure it best meets the needs of pupils who stay on after Year 11.

### **Date of next visit:**

- **Tuesday 21<sup>st</sup> March. Review of progress on headteacher's targets and on school priorities.**