



SEF Executive Summary

January 2018

January 2018	Last Inspection Special Measures	Overall Effectiveness
Current Academy Judgement	Grade 2 Good	
Context		
<ul style="list-style-type: none"> • The progress score for 2017 was 0.21 placing the academy in the top 30% nationally. • Progress score in the open tier was 0.8 • Attainment 8 Score was 45 compared to a national average of 44.6. • Grade 5 or above in English & maths GCSEs was 27% compared to national average of 39.6%. Whilst English outcomes were positive, maths outcomes were less so. There is a clear action plan in place to address the issues in maths. • 42% entered the EBacc with 16% achieving a grade 5/C or above, compared to 35% and 19.7% nationally. • Attendance, behaviour and attitudes to learning are vastly improved. PA is falling and remains a priority. • Academic achievement is indicating better progress in almost all areas. Year 11 intake are broadly in line with all national averages. All other year groups are below with Year 7, 8 and 10 significantly so. The number of PP students is significantly above national average. • Personal development, behaviour and welfare are strong features and have improved dramatically in the last year through highly effective leadership and management. • A positive climate for learning now exists and students have a highly positive experience at the academy so that they are now better prepared for the next stage in their education, training or employment. • Attendance has improved and fixed term exclusions have decreased dramatically. Current attendance (March 2017) 94.6%. • Leadership and management is good, with a clear direction and shared vision at all levels. • Deliberate and effective action is taken to promote a cohesive learning community by promoting spiritual, moral, social and cultural development and students' physical well-being. • In academy tracking data is more reliable, valid and positive, the longer students are in the academy the better they achieve. • New student reporting and assessment systems are welcomed by parents. • Greater involvement of pastoral teams in using data to support Raising Achievement. • With a few exceptions, gaps are narrowing between the performance of disadvantaged children and their peers • The needs of a range of students are met • The quality of the Senior Leadership Team and the Middle Leadership Team has improved. • Teaching is improving as a result of careful staffing selection and targeted, effective support for weaker teachers, including capability procedures and imaginative, personalised CPD with a termly focus for all staff. • Since January 2015 there has been a transformational change in students' behaviour and conduct. Outcomes indicate that learning is improving. • There is a clear vision and ambition which is shared by adults, students and the local community. • Children are safe, and their personal development and welfare is well catered for. • A student voice co-ordinator is in place and evidence is being collected. • The Duke of Edinburgh award scheme is popular and hugely successful. • Enrichment is more embedded, for example there are 3 continental residential visits taking place in 2018 – Berlin (History). Amsterdam (Sport) and Paris (French). 		

The following factors contribute to our unique ethos;

- A simple clear vision based on hard work, effort and practice
- Developing enrichment/extended services
- Development of the social skills and experiences of all students
- Development of leaders at all levels, including both staff and students
- Inclusion/support for students who have barriers to learning
- Effective partnerships through SASCAL and Ormiston Highly involved Governors
- Development of an outstanding values system
- A developing and imaginative curriculum model across all years that meets the need of students

To embed good and move to outstanding we need to:

- Improve student outcomes in line with national expectations
- Ensure all teaching is good as a minimum expectation with a greater consistency of approach
- Embed key Teaching and Learning strategies e.g. effective AfL
- Ensure students exercise books clearly demonstrate progress over time
- Evaluate and modify strategies to ensure they are effective, for example marking.
- Further improve the accuracy in forecasting GCSE results in English, Mathematics and some other subjects which undermines our ability to target and address underachievement effectively
- Recruit experts in Mathematics and Science
- Develop robust systems to capture staff, students' and parents' views
- Further support the personal development of our students
- Maintain a clear focus on oracy, literacy and numeracy
- Eliminate any remaining pockets of low level disruption through improved teaching and learning and effective recruitment
- Clear strategy and vision for assessment and Data Driven Instruction

Latest Ofsted July 2016

- Teachers' assessments are now rigorously checked, externally scrutinised and are accurate. Leaders now have a clear picture of pupils' current attainment and are able to target extra help and support to where it is needed. As a result, pupils' progress is improving.
- The schools assessment information for its current Year 11 pupils indicates that outcomes will improve further in 2016, and that gaps between disadvantaged pupils and others will close further. However, the assessment information also indicates that weaknesses will remain in some subjects, including Mathematics and Science.
- Teaching continues to improve across the school so that more of it is now effective in ensuring that pupils make good progress, especially in English, History, Religious Education and Performance. Teachers have increasingly high expectations of their pupils and they carefully plan imaginative and engaging activities that are well matched to what pupils already know and can do. Many teachers carefully check on pupils' learning during lessons and adjust their plans in response to how well pupils are progressing. They also ensure that marking and feedback helps pupils to learn from their mistakes and to improve their future work.

- Most classrooms have attractive and relevant displays and together with the teacher's use of interesting resources, this makes for a stimulating environment where pupils are eager to learn.
- The improving attendance reported in the last inspection report has been maintained and whole-academy attendance is now very close to last year's national average for secondary schools. Gaps between the attendance of disadvantaged pupils and others remain, but have closed considerably.
- Pupils behave well around the site, they are polite, cheerful and courteous to adults and their peers. The school is calm and orderly at the start and end of the day, at break and lunchtime.
- Most pupils are keen and eager to learn and to do well. Because of the academy's focus on 'growth mindsets', and support from teachers, pupils are increasingly able to think about, and talk about, their own learning. Inspectors saw several instances of pupils thoughtfully making mature choices that improved their learning.

January 2018	Last Inspection Grade 3 RI	Outcomes
Current School Judgement	Grade 2 Good	
Context		
<p>We have judged 2017 outcomes as 'good'. Overall, across 8 qualifying subjects, student progress is above National standards and demonstrates a 2-year trend of rapid or sustained improvement.</p>		
<p>2017 Results: Strengths</p>		
<ul style="list-style-type: none"> • Progress 8- There is a two year trend of rapidly improved progress across 8 qualifying subjects. P8 has improved from -0.03 in 2016 to +0.21 in 2017: An increase of +0.24. • English Element- There is a two-year trend of improved progress in the English Element (English Literature and Language combined). English Element P8 score has improved from -0.04 in 2016 to +0.22 in 2017: An increase of +0.26. • Open Tier- There is a two year trend of rapidly improved progress in the Open Tier. Progress in the Open Tier has improved rapidly from +0.25 in 2016 to +0.80 in 2017: An increase of +0.55. • Ebacc Tier- There is a two year trend of improved progress in the EBacc Tier. Progress in the EBacc Tier has improved from -0.05 in 2016 to +0.04 in 2017: An increase of +0.09 Females- Females achieved a progress 8 score of +0.47, which is significantly above the national average (+0.13 females 2016). • Middle and Low Prior Attainment - Middle and low prior attainment groups achieved a progress 8 score of +0.3 and +0.26 respectively and are therefore above national standards. 		
<p>2017 Results: Areas for Development</p>		
<ul style="list-style-type: none"> • Mathematics Element- Overall progress in Mathematics Element did not improve in 2017 and remains constant at -0.39, which is below the national standard. All 3 prior attainment groups are below the national standard. • Basics (Standard and Strong)- 54% of students achieved the standards basic measure and this was because 40 (26%) students who gained a grade 4 or above in English did not gain a grade 4 or above in maths. 28% of students achieved the Strong Basics measure and this was because 45 (29%) students who gained a grade 5 or above in English did not gain a grade 5 or above in maths • Males Progress, specifically disadvantaged males- Whilst we acknowledge that there is a trend of improved progress for disadvantaged boys and progress has improved from -0.13 in 2016 to -0.09 in 2017, the progress for disadvantaged boys has not improved rapidly enough in mathematics and EBacc subjects. • High Prior Attainment- Even though progress for high prior attainment students was +0.01 in 2017, high prior attainment group outcomes in mathematics and EBacc remains below the national standard. 		

To become outstanding

- **Improve outcomes in the Mathematics Element for all groups of students by:**
 1. Implementing Mathematics Progress Board and monitoring and evaluating achievement strategies regularly
 2. Rapidly improve quality of teaching by implementing a robust teaching and learning development plan in mathematics
 3. Ensure setting and tiering is appropriate and consistent from AR1 onwards
 4. Provide leaders and teachers with ongoing support from an OCR regional specialist, specifically aimed at increasing the number of grade 4 and 5.
 5. Ensure robust and effective intervention and additional teaching for identified students

- **Improve outcomes for high prior attainment students in mathematics and Ebacc:**
 1. Implement, monitor and evaluate actions within strategic HAL development plan and Middle Leadership development plans to ensure that the quality of teaching, curriculum and enrichment opportunities serves to meet the needs of HAL learners
 2. Improve attendance of HAL learners, specifically those that are disadvantaged, by monitoring and tracking attendance weekly and intervening at the earliest possible opportunity.
 3. Embed the 'Cloud 9' programme for disadvantaged, HAL students that provides these students with bespoke and individualised support on a regular and ongoing basis.

- **Improve males progress, specifically disadvantaged males in academic subjects:**
 1. Create a raising boy's achievement strategic working party who will have a renewed focus of responding to the precise needs of disadvantaged boys in years 7 to 11 and their families.
 2. Research evidence-based practice and implement cost-effective methods for raising the attainment disadvantaged boys in academic subjects.
 3. Implement practical and interactive teaching methods which relate learning to real life situations with mathematics and science.

Latest Ofsted January 2016

- Recently published and validated GCSE results confirm that the school's headline figure of five GCSEs at grades A* to C, including English and mathematics, rose in 2015, placing the school just above the government's floor standards. The proportion of disadvantaged students making at least expected progress rose in both English and mathematics, albeit from a low base previously. As a result, gaps between disadvantaged students and others closed somewhat.
- At the last monitoring inspection, teachers' assessments of pupils' current attainment were unreliable and new systems that had just been introduced to make them more reliable were yet to have any impact. This situation has been transformed in the intervening three months. Teachers' assessments are now rigorously checked, externally scrutinised and are accurate. Leaders now have a clear picture of pupils' current attainment and are able to target extra help and support to where it is needed. As a result, pupils' progress is improving.
- The school's assessment information for its current Year 11 pupils indicates that outcomes will improve further in 2016, and that gaps between disadvantaged pupils and others will close further.

January 2018	Last Inspection Grade 2 Good	Teaching Learning and Assessment
Current School Judgement	Grade 2 Good	
Context		
<ul style="list-style-type: none"> We judge the quality of teaching to be good across the academy with some outstanding teaching in English, Languages, Humanities and Drama. There is some good teaching with outstanding elements in some Maths, DT, humanities, PE and Science. . Best practice in terms of differentiation, AfL and questioning can be seen in DT, PE, some Science, some Maths, History and some MFL. There is inconsistency in the quality of teaching in Maths and Science and these two faculties have separate and robust plans with monthly progress board meetings to monitor and evaluate these plans. The quality of teaching in music is RI as results are significantly below the national average but there is support and close scrutiny of this subject by SLT and LM systems One colleague is currently on a TIP and is receiving fortnightly support and on-going lesson observations- this colleague will be leaving the academy in Christmas 2018 Judgements for the quality of teaching are triangulated with data, current performance of learners and work scrutiny taken into account Teaching is characterised by well-planned and carefully executed engaging activities, Teachers are keen to provide learners with a context for their learning and resources and activities ensure the climate for learning is positive and the attitudes for learning, measured by a Success Score rating are good and improving. Tasks are challenging yet there is skilful support and scaffolding and stretch and challenge in the majority of lessons Starters for 10 to recall key facts, dates, information on a fortnightly basis have been introduced as a strategy to engage boys who are rising to the challenge and enjoy the competitive and self-improvement aspect. In addition, subject teachers have been tasked to chunk up the new specifications and their SOL in terms of content, key terms and methodologies required. These are condensed into topic Knowledge Organisers which are an excellent tool for revision and reference. These knowledge organisers are given to learners at the start of topics and are also promoting pre-reading and independent research The vast majority of subjects are taught by subject specialists- there is some bespoke support from the MEP in Maths for colleagues who are not subject specialists, in addition to visits to successful maths departments in the academy chain. Furthermore two maths colleagues are attending an improving teachers course at St Josephs. Improvements are already showing green shoots especially in terms of planning for progress and AfL. In Science the faculty leader delivers subject specific support and a colleague is receiving 121 coaching to ensure learning is good quality. There are plans to recruit additional Science (Chemistry) and Maths specialists to support interventions as we approach the 2018 exams. Current data from formal lesson observations across the academy indicated that 27% AfL was outstanding, 43% was good(70% good or better) and the effectiveness of questioning indicated 19% was outstanding and 57% was good(76% good or better) To support NQTs and staff new to the academy there are specific sessions to ensure they know the expectations for teaching and learning and what characterises good and better teaching in our academy. In addition, every NQT and new colleague benefits from a learning coach for the whole year to support their induction. All opportunities are taken to provide good quality CPD to improve learners outcomes- The focus this year has been on the introduction of Knowledge Organisers and Starters for 10 as tools for recall and retrieval to support the retention of key facts in readiness for AR assessments, mocks and real examinations(strongly influenced by new GCSE requirements and Hirsch's theories relating to the importance of cultural capital) In addition, there have been two sessions thus far on AfL- the real area for improvement across the academy and the voluntary yet overwhelmingly well- attended GMITT sessions where colleagues showcase innovative and effective strategies to enhance learning and progress. INSET in 		

February is dedicated to T and L and there are planned carousels for AfL, extended writing, numeracy and reading strategies to ensure all learners can access resources, exam sources and questions

- Marking and feedback is a strength in the academy and strong advice has ensured that rapid progress has been made. An expectation that has been added this academic year is that any misconceptions in students' books are corrected by the teacher so that errors are not repeated. This academic year the introduction of Data Driven Instruction has ensured that intervention at whole class (wave 1) level and at individual level (wave 2) pinpoints weaknesses and areas for improvement thus leading to better student outcomes. Whilst this is embryonic it is expected to have a positive impact on learners' outcomes
- All teaching staff are part of a TRIAD collaboration project. This is a flat structure focusing on peer observation and non-judgemental lesson feedback with in each Triad. Triads are configured by the AP TLA and colleagues from different areas are grouped to share practice, risk take and learn from each other. This process has been welcomed by colleagues who have cited that they have found the triads extremely useful and have enjoyed the opportunity of working and discussing learning outside their subject specialism. These are on-going and will be evaluated thoroughly after each cycle
- To promote independent learning, homework and additional suggested reading/ lesson preparation ideas are posted on the website a half term in advance. SAM learning is also used in school and by learners for their own study as they enjoy the competitive element
- Middle leadership is strengthening and faculty directors are accountable for on-going work scrutiny and learning walks, accompanied by SLT LMs on a fortnightly basis- this ensures QA and robust intervention where required. The M and E of teaching and learning is calendared across the Assessment Rounds. Data relating to the quality of T and L and work scrutiny is uploaded to Bluesky. HOFs are provided with summaries of the strengths and areas for development for their faculties
- To increase outstanding teaching across the academy and to keep teaching and learning fresh and effective, one colleague has successfully passed a Future Leaders qualification, three middle leaders are currently enrolled on NPQSL courses, two colleagues are SLE s(History and ICT) and several colleagues deliver on the Oaks NQT programme
- To prepare learners for more challenging GCSEs and to equip them with life skills a range of in-house mentoring programmes are running namely RAP and Cloud 9 in y11 and some assertive mentoring in y10. To ensure Y10 are focused, cohorts have been chosen to be part of IGNITE YOUR FUTURE and Prince's Trust external programmes- these will begin in January 2017 and the progress of those participating will be carefully monitored
- A colleague has been tasked to garner students voice this academic year and the first surveys have been completed in December. Results will be analysed and presented to SLT.

Summary:

- Teaching over time across the school is good with increasingly outstanding practice and aspects of outstanding practice
- Lessons are characterised by excellent A2L, engaging resources and methodologies, corporate PowerPoints and IWB resources, the use of *I can* statements to frame Bloom's verbs which lead learning outcomes. The vast majority of teachers use a range of methodologies and technology to engage learners and teachers differentiate and question to stretch and challenge all learners. An Ultimate Question ensures additionality for HAL learners and a programme of events to enrich HAL students in currently being developed
- Learners are encouraged to practice retrieval skills and to learn independently vis Starters for 10 and Knowledge organisers
- Marking and feedback is generally an effective tool for AfL with recently introduced DDI and Wave 1 and Wave 2 intervention is honing reteaching and individual improvement
- HOF are encouraged to enrich the curriculum with visits, guests speakers and experiences

- Lessons are well managed and resourced with engaging activities to ensure good progress. This is evident in improving Success Scores data

To become Outstanding we need to:

- Check pupils' understanding systematically and effectively in all lessons, offering clearly directed and timely support
- Foster a consistent approach to acting on feedback where students are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Strengthen AfL strategies across the curriculum and act on the intelligence garnered by them in lessons for future planning and quick intervention to ensure they are corrected and no students fall behind
- Ensure all lessons are at least good and that good and improved teaching over time is calculable from AR assessments, component based spreadsheets and teacher performance data. To continue the 14% RI teaching with 121 coaching and bespoke CPD

Latest Ofsted July 2016

- Teaching has improved since the previous inspection and is now consistently good in most subjects.
- Pupils' progress is improving as a result.
- Most teaching is now characterised by strong planning.
- Teachers have increasingly high expectations of what pupils should achieve in lessons. For example, in mathematics... English, history, French and physical education.
- Teachers use their strong subject knowledge to plan interesting activities that are well matched to what pupils already understand, know and can do.
- Pupils are eager to learn and they often help each other, for example by listening respectfully to each other's views or by maturely discussing their work. As a result, pupils are ready to 'have a go' at challenges and they do not fear making mistakes in front of their classmates.
- Teachers apply the school's marking policy consistently and give pupils helpful feedback that means that they know how to improve their work. Pupils are making increasingly good use of their teachers' feedback.
- In most subjects, teachers question pupils skilfully to deepen their understanding of their work. They also regularly check that pupils understand what they are doing and then give extra help or more challenge when pupils are finding the work too hard or too easy.
- Some teaching is less effective. Pockets of weaker practice exist in some subjects including science, geography and music.

Ofsted January 2016

- Teaching continues to improve across the school so that more of it is now effective in ensuring that pupils make good progress.
- Teachers have increasingly high expectations of their pupils.
- Many teachers carefully check on pupils' learning during lessons and adjust their plans in response to how well pupils are progressing.
- Marking and feedback helps pupils to learn from their mistakes and improve their future work.
- Weaker teaching in Maths and Science is characterised by poor planning of activities that are neither well-matched to pupils' prior knowledge, nor interesting enough to engage pupils in learning... progress is slow or non-existent as a result.

- Weaker teaching also tends to be matched with weaker marking and feedback... when this is the case, marking and feedback does not tell pupils how they can improve their work, and so does not have any impact on accelerating their learning.
- Strong leadership has ensured that assessment information is now accurate and reliable...
- Senior leaders' accurate evaluation of strengths and weaknesses in teaching has enabled them to target support to those teachers who need it most, teaching is improving as a consequence.

Quality of Teaching (figures rounded)

	Outstanding	Good	RI	Inadequate
December 2017	12%	74%	14%	0%
April 2016	13%	73%	9%	4%

Personal Development Behaviour and Welfare

November 2017	Last Inspection Good	Personal Development Behaviour and Welfare
Current School Judgement	Grade 2 Good Context	
<p>Since the last inspection in January 2015, Personal Development Behaviour and Welfare has continued to improve. Attendance and punctuality is improving, poor behaviour is rare, and students' attitudes to learning are more positive.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Determined and relentless leadership from the principal and senior leaders has led to rapid improvements in attendance, teaching, behaviour and pupils' progress. • Pupils enjoy school. Attendance has improved considerably and is now close to national average. • Pupils behave well. They are courteous and polite. The school is calm throughout the day. • Pupils are keen and eager to do well. They are kind to one another and they help and support their classmates in lessons. • Attendance has improved considerably and is now close to the national average. Behaviour and teaching are now both good and pupils' progress is improving as a result. • The leadership and management of PD, B and W has evolved and includes management and pastoral staff at a variety of levels • The school's subject and pastoral leaders form a strong and effective team. • Leaders regularly review the curriculum and make changes where they decide they would benefit pupils. For example, the PSHE and SMSC programmes have developed, with expert delivery teams and outside speakers enriching the curriculum. • Form time activities have an explicit focus on FBV and attitudes and morals. Monitored by pastoral leaders • The school's curriculum and its enrichment activities successfully cultivate pupils' spiritual, moral, social and cultural development. • There is a wide range of extra-curricular activities, both during the school day, after school and during weekends and school holidays. These include a range of sporting activities, additional P6 sessions, departmental 'boot camps', revision days, Duke of Edinburgh Award (of which Omera now trains leaders from other schools/academies), cultural visits, both in the UK and abroad. • Success score has been introduced as a tool to highlight and reward students who consistently demonstrate positive attitudes to learning and behaviour and to identify early any poor attitudes to learning and behaviour, enabling swift, and proactive interventions • The arrangements for safeguarding are effective. The leadership of this area is meticulous. All policies and procedures are in place, fit for purpose and well understood by staff. Staff are knowledgeable and vigilant to potential dangers because they receive regular training and updates. They are confident to pass on any concerns they might have, knowing that they will be taken seriously and that appropriate action will be taken. Procedures to recruit staff safely are in place and used well. Parents who responded to the school's survey indicated that their children feel safe in school and inspectors confirmed this in discussions with many pupils. • The school's work to promote pupils' personal development and welfare is good. 		

- Pupils are supportive, caring and kind to each other at Omera. Inspectors observed pupils sensitively helping and encouraging others with their work in class. As a result, pupils are happy to 'have a go' at new challenges, even when they lack confidence, secure in the knowledge that they have the support of their classmates.
- Pupils are smartly dressed and proud of their school. They are keen to do well and appreciative of the recent improvement in the quality of education they are receiving. They told inspectors that they are optimistic about their future and the school's future.
- Pupils are well prepared for life in modern Britain when they leave Omera. A well-organised careers programme helps them to make informed decisions about their next steps. Students learn about apprenticeships and spend transition days at local further education colleges. Because of comprehensive careers advice, with impartial CEIAG being provided by external careers personnel, almost all pupils who leave Omera move on to further education, employment or training. (NEET figures have been below city and national averages for over 5 years)
- RONI students are identified in year 10 and additional bespoke support from careers personnel ensure these students avoid becoming NEETs
- Leaders of careers in the academy work closely with the Local Enterprise Partnership in order to provide all students with meaningful 'encounters' with businesses and outside agencies over their time at Omera
- The Careers and Enterprise Company compass tool is used to audit provision and progress against Gatsby measures and DFE statutory guidance measured. Strengths and areas for development with a strategic action plan is being developed.
- The Academy has committed to the 'Quality in Careers' qualification and is working towards a successful completion of this within 18 months
- Pupils have a good understanding of how to keep themselves safe from a range of potential dangers, including when using the internet. Bullying is rare in the school and pupils told inspectors that they trust members of staff to deal with any that does occur.
- A small number of pupils benefit from attending alternative provision, instead of studying in the school. All such placements are organised through the Stoke-on-Trent Alternative Provision Board. Each pupil has a 'key worker' who regularly checks on their attendance, behaviour, welfare and progress and reports to the school. School staff attend half-termly review meetings to ensure that the placements are successful. Because of this high level of care and checking, these pupils successfully re-engage in learning, attend more regularly and make good progress.
- Behaviour of the pupils is good... Almost all pupils behave well in lessons and they have excellent attitudes to learning. They listen attentively, work hard and are keen to do well. Low-level disruption is rare and dealt with well by teachers.
- Behaviour between lessons, at break and lunchtime is good. Pupils move around the site sensibly, they are courteous and polite and the school is calm throughout the day.
- Attendance, which had previously been very low is more constantly in line with national averages and we are diminishing the difference between disadvantaged and non-disadvantaged students attendance to school. In addition, lateness to school is becoming rare as we embed our high expectations around punctuality.
- Pupils told inspectors that behaviour has improved in the Academy, and is now good. An overwhelming majority of staff who completed the inspection questionnaire agreed.
- The academy has launched a new initiative (TAC – Team around the child), where students at risk of exclusion/permanent exclusion are discussed by a multi role team, to identify strategies to remove barriers and to promote positive outcomes for the child. This is resulting in a coherent support package

- The school engages external agencies regularly to support students' personal development (including SRE). This has included:
 - ARCH (Domestic Violence) team delivering workshops to Y8 students on healthy relationships.
 - 'Game On' programme completed by Y7 students, which aims to increase awareness and understanding of cultural and racial differences, and challenge racism and extremism.
 - Sex Teenagers and Relationships (STAR) team completing group work for identified 'at risk' students, and drop-in for other students signposted by staff.
 - Base 58 engaging with students identified as being vulnerable to sexualised behaviour.
 - LA Community Cohesion team delivered workshop to Y8 student on 'Challenging Misconceptions of Islam'.
 - 'Changes' project delivered 6 week programme to Y11 students identified as needing support in dealing with stress and emotional difficulties.
 - Stoke City FC mentoring programme to identify and support students at risk of becoming NEET.
 - Emotional Regulation and Self Esteem programmes for groups of students identified as requiring support.
 - Nurture groups supported in LSC 3 sessions per week to develop social and emotional resilience.
 - Youth Offending Team deliver one session a week at lunchtime raising awareness of anti-social behaviour.
 - School Health drop in session once a week so that students can discuss any medical concerns or needs they have.
 - Shafstbury work closely with the Looked After Children within the academy to support their learning needs if there are areas which are cause for concern.
 - Local PCSO delivering assemblies on dangers of 'sexting'

- An anti-bullying strategy has been implemented, which aims to challenge the misconceptions of what bullying is, and enable students to report issues more readily, using 'bullying boxes' and the academies 'beat the bullies' email address. Assemblies have been delivered to raise awareness of the impact of bullying, and a PSHE session was delivered to help students understand what bullying is, and develop empathy for victims and perpetrators.

To become Outstanding we need to:

- Ensure student attendance is above 95%.
- Further reduce the number of fixed term exclusions by implementing a wider range of proactive strategies and more defined entry and exit strategies from the internal exclusion room
- Ensure students' positive attitudes have an impact upon attainment, including the embedding and evaluation of the faculty detention system.
- Work towards complete eradication of low level disruption.
- Further develop PSHE and SMSC teams within the school, to ensure the curriculum is comprehensive and robust.
- Reduce our percentage PA rate to be below national average by implementing a range of strategies. A PA report for those students that slip below 90% attendance with clear targets and incentives to get back above the 90% threshold. Identifying and intervening with students who are at risk of dropping below 90% attendance, agreeing targets with them so that they are fully aware of what is required of them to stay above 90%.

Latest Ofsted July 2016

- “Pupils have a good understanding of how to keep themselves safe from a range of potential dangers, including when using the internet. Bullying is rare in the school and pupils told inspectors that they trust members of staff to deal with any that does occur.”
- “The arrangements for safeguarding are effective. The leadership of this area is meticulous. All policies and procedures are in place, fit for purpose and well understood by staff. Staff are knowledgeable and vigilant to potential dangers because they receive regular training and updates.”
- “The school’s work to promote pupils’ personal development and welfare is good.”
- “Pupils are supportive, caring and kind to each other at Omera. Inspectors observed pupils sensitively helping and encouraging others with their work in class.”
- “Behaviour of the pupils is good... Almost all pupils behave well in lessons and they have excellent attitudes to learning. They listen attentively, work hard and are keen to do well. Low-level disruption is rare and dealt with well by teachers.”
- Attendance, which was very low, has risen dramatically. An improvement of 4% this year has seen attendance rise to close to the national average for “secondary schools. The attendance of disadvantaged pupils has improved by more than that of other pupils, and so the gap between their attendance and that of their peers has closed.”
- “Pupils are smartly dressed and proud of their school.”

Ofsted January 2016

- “... Equally strong leadership of attendance has seen this area of previous weakness transformed into an emerging strength of the school.”
- “Pupils behave well around the site, they are polite, cheerful and courteous to adults and their peers. The school is calm and orderly at the start and end of the day, at break and lunchtime.”
- “Pupils continue to feel safe in school. They say that bullying is very rare and dealt with well by adults. They are also very clear that the academy continues to improve, citing particular improvements in pupils’ behaviour and the quality of teaching they are receiving.”

January 2018	Last Inspection Grade 2 Good	Leadership & Management
Current School judgement	Grade 2 Good +	
Context		
<p>Strengths:</p> <ul style="list-style-type: none"> • Clear vision and expectations. • Greater consistency of practice. • Staffing changes and restructuring continuing to develop. • Highly successful drive to improve achievement for all students. • Increasingly positive data for student outcomes. • A broad and balanced curriculum that meets the needs, aptitudes and interest of students. Incorporating a 3 year Key Stage 4 with three clear routes of progression. EBacc routes supplemented by appropriate vocational courses. • Planned actions based on accurate self-evaluation through whole academy and departmental reviews to overcome 'Areas for Development' have been concerted and effective. • Key leaders and managers, including The Governing Body consistently communicate high expectations and ambition. • The academy works well with parents and carers to achieve positive benefits for students. • The academy has much enhanced its reputation within the local community and with partner primaries. Intake in Sept 2018 predicted to be over PAN. • Key middle leader is now responsible for transition. • Senior and middle leaders have been developed and demonstrably work to improve teaching and learning, enthusing staff and channelling efforts to good effect. £ middle leaders currently enrolled on NPQSL. • Safeguarding is secure. Recent Ormiston Review confirmed that. • Robust 'Raising Achievement' plans in place • Pastoral systems and Heads of Year developing the 'Raising Achievement' role • Systems to validate and analyse student progress data are now in place and linked to further action such as Data driven Instruction. • Robust quality assurance and accountability frameworks in place. • The curriculum contributes well to students' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. . • The curriculum is designed to be sensitive, relevant, broad and deep for every student at every stage. • Students are placed carefully into appropriate sets using prior data and internal data to ensure there is targeted support, stretch and challenge for all groups of learners. • A 'Pathways' approach is in place for all students, starting at Key Stage 3 (Rising Stars, Flying Start, Excelling) enabling and challenging students to be 'GCSE ready' by the end of Year 8. • The options choices (taken during Year 8) and subsequent Key Stage 4 courses are also set into a pathways model, with certain courses only being made available to students of differing abilities, facilitating appropriate stretch, challenge and support. (Support and interviews are underway to ensure the appropriate choices have been made by the Year 8 students). 		

- SMSC is delivered in a coherent package during form time, assemblies and through the broader curriculum, with ethics, morals and fundamental British values as the underpinning themes throughout. The literacy 'wonder word' of the week is integrated into the themes.
- CIAG is delivered well from Year 8 to 11, through a variety of events and visits provided by FE, HE and local businesses. The careers service (based in school) offer impartial advice and guidance to many students, mostly focussing in Years 10 and 11 and with particular support for our more vulnerable students (identified through the RONI system). NEET figures for the school remain very low as a result.

To embed Good and move to Outstanding we need to:

- Address all areas of faculty underachievement, notably maths and science.
- To become 'good', there is a need to embed the curriculum plans and pathways to ensure the transition to GCSE is smooth. Schemes of learning and pathway maps in the foundation years (7 and 8) to reflect the knowledge, skills and understanding needed at KS4. Students need to make progress consistently above national expectations. Low ability year 7 students should be making good progress from their starting points as a result of effective and timely intervention.
- Assessment is used diagnostically to identify areas for considered intervention.
- Students' work particularly in exercise book should clearly reflect progress over time.
- Develop a broad and balanced curriculum which takes into account external accountability and the needs of our students.
- Develop, monitor and evaluate the PSHE programme to ensure continuity and common themes are built upon throughout the life of the student.
- Monitor and evaluate the impact of the SMSC programme and to further develop links to enhance the CIAG programme.
- Ensure no teaching falls below 'good'.
- Ensure achievement/progress of all sub groups (particularly PP) at both key stages are in line or above national standards.
- Sustain and develop greater student involvement to promote active learning.
- Develop and implement a clear numeracy strategy.
- Ensure that internal data is valid and reliable.
- SEND; put robust action plan into place to address key issues.
- Clear strategy/vision for reading particularly on entry. Redesigned curriculum to identify reading recovery group who will concentrate on reading and basic literacy and numeracy with clear targeted outcomes and benchmarks.

Latest Ofsted July 2016

- The headteacher relentlessly models integrity, determination, optimism and ambition for Sandon's pupils. Ably supported by senior leaders and governors, he has secured rapid improvements to all areas of school life. Attendance has improved considerably; behaviour and teaching are now both good and pupils' progress is improving as a result.
- Leaders and governors know the school's strengths and weaknesses well. They have detailed and clear plans to tackle remaining weaknesses and they regularly and rigorously check the impact that actions are having.
- Other staff share senior leaders' and governors' determination that the school should continue to improve. An overwhelming majority of staff who completed an inspection questionnaire strongly agreed that the school is well led and managed, and is improving. Several members of staff highlighted senior leadership and pupils' attitudes to learning as particular strengths of the school now.
- The school's subject and pastoral leaders form a strong and effective team. Their roles have been developed well by senior staff so that these middle leaders are increasingly driving the improvements in their areas. For example, new leadership in science is beginning to yield improvements in teaching and pupils' progress, albeit from a very low starting point.
- Leaders have an accurate view of the quality of teaching across the school. They have put into place a comprehensive training programme that includes whole-school issues such as marking and feedback; subject-specific training for departments and personalised support for individuals who need it. Teachers have precise targets that focus on their teaching and pupils' achievement. Many teachers who spoke with inspectors said that they value the investment that the school has made in them.
- The school's curriculum provides pupils with an appropriate range of subjects in all years. Leaders regularly review the curriculum and make changes where they decide they would benefit pupils. For example, leaders are planning to provide more time for the teaching of personal, social and health education (PSHE) from September 2016, so that more detailed content can be covered.
- The formal, taught curriculum is supplemented by a wide and growing variety of extra-curricular activities, following leaders' focus on providing a richer educational experience for Sandon's pupils. In addition to many lunchtime clubs, examples of enrichment activities include a 'young enterprise challenge', visits to universities, the Duke of Edinburgh Award scheme, public speaking competitions, visiting authors and a 'Higher Horizons' careers week for pupils in Year 10.
- The school's work to promote the fundamental British values of democracy, the rule of law, liberty, respect and tolerance is effective. Pupils who spoke with inspectors explained clearly their understanding of the European Union referendum. Inspectors saw numerous examples of pupils showing respect for each other, and especially for people who are different from them. Together, the school's curriculum and its enrichment activities successfully cultivate pupils' spiritual, moral, social and cultural development.
- Leaders spend additional funding, including the pupil premium, wisely. Plans for its use are detailed and well-focused on raising standards for disadvantaged pupils. Leaders and governors regularly check on the actions being undertaken. Older disadvantaged pupils are behind their peers because of historic weak teaching and poorly targeted extra help. More recently, pupil premium funded support has helped them catch up to some degree. Good teaching and well-focused extra support have not been in place for long enough, however, to see the attainment gaps between disadvantaged pupils and other pupils close consistently or rapidly.
- Leaders' recent efforts to promote literacy across the school are beginning to show some impact in improving pupils' reading, with an increasing proportion of pupils in most year groups reading at the expected standard for their age.