



Ofsted Quotes on Leadership and Governance in NET Academies

February 2017 Update

Academy	Ofsted Report	Leadership Quotes	Governance Quotes
Abbey Park	June 2015	<p>The acting assistant Principals do not currently have the depth of experience needed to support the acting Principal to closely monitor the quality of teaching and to take swift action to address emerging weaknesses.</p> <p>Actions taken by the acting Principal have already led to significant improvements in the quality of teaching in all subjects.</p> <p>The Northern Education Trust has provided appropriate and effective professional advice to the school. This has helped the new acting Principal and other colleagues to raise standards.</p> <p>Further develop leadership and management in the school by establishing an effective senior leadership team who can work closely with the Principal to closely monitor the impact of teaching on pupils' learning and take swift action to address any emerging weaknesses.</p> <p>The acting Principal has made significant and effective changes to improve the quality of teaching and learning, since her appointment in January 2015. She has built some strong relationships with her colleagues and with parents. She is clear about her vision for the school and wants every pupil to have an equal opportunity to succeed and to be free from any form of discrimination. The school is successful in promoting these aims and in fostering good relations.</p>	<p>The transitional governing body is still in the process of creating a high profile, skilful team of governors to support the school's work and hold it fully to account.</p> <p>The Chair of the Governing Body is working very effectively with the acting Principal to appoint new governors with the skills and attributes needed to take the school forward.</p> <p>Further develop leadership and management in the school by continuing to restructure and secure expertise within the governing body so that each governor can support key areas of the school's work and successfully hold the school to account.</p> <p>The Northern Education Trust has offered appropriate and effective support and advice. This has helped the school to offer pertinent staff development and to use information about its pupils to prioritise actions. The school is now in a much stronger position to more accurately evaluate its strengths and areas for development.</p> <p>The school's arrangements for safeguarding pupils meet statutory requirements and are effective in protecting children. The designated members of staff actively promote this aspect of the school's work. The governing body recently undertook an audit to ensure there were no gaps in governors' understanding so that they could ensure that statutory duties are met. The local authority recognises the school's good practice in this area.</p>

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			<p>Excellence in governance is a Trust priority. Governance is becoming increasingly effective in achieving this aim. However, the current governing body is still in transition and therefore requires further improvement. It is actively seeking to appoint high calibre governors who are able to support and challenge the school in the five key areas of: leadership, teaching and learning, behaviour and safety, finance and achievement.</p>
Abbey Park	Monitoring inspection visit – Nov 2015	<p>Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection in order to become a good school.</p> <p>The appointment of an effective vice-principal and the restructuring of the leadership team are enabling you to begin to delegate responsibility and hold middle leaders to account.</p> <p>Senior leaders are both challenging as well as supporting teachers by providing them with successful strategies that are securing greater consistency in the quality of teaching. For example, the systematic approach to teaching early reading in the Early Years Foundation Stage and Key Stage 1 is resulting in improved outcomes.</p> <p>Leaders have taken action to improve Key Stage 2 pupils' ability to read fluently and with understanding, and to promote a stronger interest in reading books. The actions are beginning to bear fruit, but in some classrooms more</p>	<p>Northern Education Trust, the academy sponsor, is providing effective support and challenge. The primary director and the achievement partner make regular visits to check on progress and to challenge at the slightest sign of underachievement. The achievement partner checks the judgements of senior leaders and is helping to guide middle leaders. The trust is meticulously keeping a track of progress towards cohort attainment targets, as well as a raft of other measures such as attendance, every half term.</p> <p>Under the leadership of the Chair of the transitional Governing Body, governance has strengthened as new members have been added. Governors are offering strong challenge and support to academy leaders. Governors have the skills and experience to be able to check the progress being made. However, leaders and governors need to identify more precise measures of success so that governors' visits focus even more sharply on whether actions are having the required impact. The academy trust is working towards a fully functioning</p>

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		<p>quickly than others as a result of variability in the way teachers use these new approaches.</p>	<p>independent governing body with a new Chair by January 2016.</p> <p>You have, with the support of governors, restructured the deployment of support staff. All teaching assistants are now deployed more effectively, resulting in better quality classroom support for pupils of all abilities. Support staff value the improved communication and challenge.</p>
Blyth	Monitoring inspection visit – Nov 2015	<p>The Blyth Academy has gone through a series of recent changes to its leadership and teaching staff. Almost all of these changes started just prior to and from the beginning of September, so evidence of improvement is, at this time, limited. However, senior leaders, staff, governors and trust officers collectively agree that the higher expectations of staff for a more consistent and improved standard of behaviour by students is evident throughout the academy. Certainly, the inspectors would not demur from the view that the academy is calm, and that the students seen during the visit behaved sensibly and safely.</p> <p>Although leaders recognise that developing positive links with parents and carers is a vital part in helping the academy to improve, they have not yet identified specific actions which will help them to engage with as many as possible on a regular basis.</p>	<p>The academy should take further action to ensure that the role of governors is made more explicit throughout the academy development plan, so that their work contributes to, and accurately reflects, the improvements in the academy's progress.</p> <p>The links with external partners are having a positive effect on senior staff and teachers in the academy. Those governors who met with inspectors said that they receive effective support from Northern Education Trust. Recent links with the local authority are also benefiting the academy in a number of ways, not least with term-time transfer of students from other schools.</p>
Blyth	Section 5 May 2015	<p>Senior leaders, including governors, are increasingly responsive to addressing weaknesses in the academy's performance and speeding up the pace of improvement. Nevertheless, recent changes have yet to be fully</p>	<p>The well-led governing body is totally committed to securing the academy's improvement at a much faster rate. This is apparent in what at times is an uncompromising level of challenge that they present to</p>

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		<p>established so that they have a sustained impact on accelerating students' progress and raising achievement at a fast rate from the low points evident in the past.</p> <p>The strengthening of the leadership of teaching and learning is having a positive impact on tackling teaching which requires improvement. A firmer emphasis on eliminating the variations that exist in teaching is leading to improvements. Nevertheless, despite increased attention to checking the performance of staff to ensure there is no automatic pay progression, systems to evaluate the effectiveness of teaching and scrutinise students' outcomes are not rigorous enough across the academy. Staff check students' performance when they are off-site effectively.</p> <p>The improving effectiveness of middle leadership is resulting in closer scrutiny of performance in different subjects. Middle leaders are increasingly confident and skilled in analysing performance and spotting inconsistencies in the quality of teaching in their subject areas. However, they miss opportunities to check rigorously the impact of their actions.</p> <p>Recent changes to strengthen and sharpen leadership and management at all levels have not had time to make a full impact on students' learning. As a result, the academy has not shown that it can improve at a fast rate in all aspects of its work.</p> <p>Senior leaders, the academy Trust and governors are ambitious and have a firm focus on the academy's</p>	<p>senior leaders when driving the academy forward. The extensive range of governors' expertise and experience, firmly underpinned by the sponsor's know-how, make certain they understand the data about the academy's performance and have an accurate view of the quality of teaching. They check performance management systems to ensure that pay progression is firmly linked to students' outcomes. Governors closely check the impact of the pupil premium funding and are well aware of the improvements needed in its effectiveness. Since the academy conversion, they have restructured the whole staff to ensure financial viability and sustainability and have strengthened senior leadership when required.</p> <p>Safeguarding arrangements meet requirements and day-to-day practice to protect students and keep them safe is effective. This includes the thorough checking of attendance and behaviour of students of all ages, including those educated off-site.</p>

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		<p>improvement priorities, in order to secure improvements at a faster pace. As a result, past underperformance and underachievement are being firmly tackled in the drive to provide a good education for all students.</p>	
Dyke House	October 2015	<p>Senior leaders, governors, staff and students share a common vision for the academy to be as successful as possible.</p> <p>The executive headteacher has the complete confidence of staff, students and parents. The questionnaires returned by parents and staff were overwhelmingly positive about all aspects of the academy.</p> <p>Senior leaders have developed positive partnerships with other schools, both within and outside of the Northern Education Trust.</p> <p>The executive headteacher and his senior colleagues have identified key areas where the academy needs to improve. They have effectively combined these areas together within a written academy development plan, which is used by them, governors and Northern Education Trust officers to know if the academy is improving fast enough in each of the identified areas. However, this plan has some weaknesses because there is too much variation in the quality of the separate written sections. In addition, no thought is yet given to how the academy can regularly share the outcomes of this important plan with parents and carers.</p>	<p>Staff work well with governors. This relationship is based on trust, commitment and awareness that they are jointly responsible for making all aspects of the academy better.</p> <p>Governors are knowledgeable about the academy. They have carefully considered how every member of the governing body is able to make best use of their experience and expertise. By doing this, governors have been carefully linked with specific subjects and/or to specific year groups, the latter of which is known as 'schools within school'. This carefully thought-out set of links is allowing individual governors, and the governing body collectively, to know how well the academy is working.</p> <p>There is rigour in the way in which the governing body links with officers from the Northern Education Trust. Regular visits from the trust's achievement partner provides the academy with appropriate challenge and support. The most recent note of a visit from this partner provided the academy with a detailed overview of its performance within each of the inspection areas. While useful in many ways, the inspection team found that the individual grades given in this report were overgenerous.</p> <p>The governing body continues to keep a very careful track of the effectiveness of every teacher in the</p>

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		<p>Senior leaders have considered the quality and type of curricular provision very carefully. For example, successful adaptations have been made to provide a more focused curriculum for students identified as needing extra help in literacy and numeracy in Years 7 and 8.</p>	<p>academy. This is ensuring that the performance management of these staff is both rigorous and fair.</p> <p>The academy website, for which the governors are responsible, has numerous errors and is insufficiently detailed in a number of important areas: for example, how the pupil premium funding is helping disadvantaged students make progress in their learning. The link to the previous Ofsted inspection report is to another school, as is the link to the school prospectus. The governors and senior leaders are now aware of these errors and in collaboration with the Northern Education Trust are taking urgent steps to update the site.</p>
Ferns	8–9 June 2016	<p>The principal and other leaders, including governors, are passionate in the pursuit of excellence for their pupils and staff. They give an extremely clear lead on school improvement.</p> <p>Improve the quality of leadership and management by ensuring that assessments of pupils' progress entered onto the academy's tracking system are reliable and accurate for all year groups and classes.</p> <p>The principal, assistant headteachers and governors are ambitious for the school and work effectively as a team to bring about continuous improvement. A culture of high expectations permeates the school, in which good teaching and learning can continue to improve and flourish.</p>	<p>Governors consistently challenge the school and hold senior leaders to account to ensure improvement for pupils. They know the school very well.</p> <p>Governors are knowledgeable about the school and offer challenge and support in equal measure. They are committed to providing a caring school where children learn important values, while promoting effective learning.</p> <p>Governors request and receive valuable information from the leadership team about the performance of their school. They have high expectations for the quality of teaching. This means they have been careful to appoint the best teaching staff they can.</p> <p>Governors carry out the performance management of the principal effectively and are involved in the decisions of performance-related pay for teachers. As a consequence,</p>

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		<p>Senior leaders have an accurate, insightful view of what the school does well as a result of rigorous and regular monitoring of the school's performance. They identify and tackle areas that require further development and their drive and determination for the school to be the best it can be is relentless.</p> <p>Leaders collaborate well with other academies in the Northern Education Trust. The trust also provides valuable support and challenge.</p>	<p>they are fully aware of how staff are helped to develop their skills.</p> <p>Governors say they are well-trained and well-informed. Consequently, they feel able to challenge leaders on the progress that pupils, including disadvantaged children, make.</p> <p>The arrangements for safeguarding are effective. The school takes its responsibilities in keeping pupils safe very seriously. Staff receive training in safeguarding and radicalisation, which has heightened their understanding of the danger and risks posed to pupils. Leaders have ensured that all staff are highly trained in keeping pupils safe and the school is relentless in ensuring that pupils are safe beyond the building. For instance, staff and pupils have been trained in staying safe when travelling to and from school.</p>
Ferns	May 2014	<p>Key to the rapid improvements found in teaching and pupils' achievement across the school, is the strong and determined leadership of the Principal. She works closely with other school leaders and, in partnership with the governing body, they form a highly effective team that is tackling the legacy of past underperformance and has rooted out inadequate teaching.</p> <p>There is good care and support for groups of pupils who are at risk of not doing as well as they should. For example, school leaders have identified that the most able pupils should be reaching higher levels and have taken urgent action that is beginning to address this gap</p>	<p>Successful partnerships with the local authority and the school's sponsoring trust are helping to improve the quality of teaching and pupils' achievement.</p> <p>Good support for the school is provided through a successful partnership between the local authority and the sponsoring trust. Working well together, they have contributed to the school's improving picture of teaching and pupils' achievement.</p> <p>Governance is good. Working closely with school leaders, the governing body has been decisive in tackling underperformance and weaker teaching. It has supported</p>

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		<p>in performance. It illustrates the way that everyone's needs in the school are respected and discrimination of any kind is not tolerated.</p>	<p>the Principal well during the many challenges she has faced, as well as holding her to account for the school's performance. Governors, including those new to the role, bring valuable skills and share the same vision for school improvement. They have a clear and accurate view of the school's performance and know its strengths and weaknesses well.</p> <p>Governors monitor the school's budget carefully and have ensured that the pupil premium funding is helping eligible pupils to make better progress throughout the school. Similarly, they have also used extra sports funding well. Governors ensure that arrangements to safeguard pupils meet requirements.</p>
Ferns	Monitoring inspection – May 2013	<p>Senior leaders and teachers have a clear understanding of their pupils' skills and knowledge. They track pupils' progress rigorously and analyse areas for improvement well at individual pupil and whole-class level.</p> <p>The Principal provides dynamic, determined and ambitious leadership. She maintains wholeheartedly that only the best is good enough for pupils in the academy and she works creatively to overcome barriers to learning. With the effective support of the vice-principal and other senior leaders, she has quickly established a clear vision for the academy's development and has secured the commitment of staff and pupils. There is palpable evidence of team work and concerted energy throughout the academy.</p>	<p>Governors are knowledgeable about the academy's performance and have a realistic view of the challenges it faces. They bring a range of skills and expertise to the academy, hold leaders to account and provide valuable support. They fulfil their statutory responsibilities, including with regard to safeguarding. The Vice-Chair of the Governing Body is the headteacher of the nearby high school. He and the Principal are working hard together to develop smooth transition for pupils so that their learning continues seamlessly as they move from the academy into secondary education.</p>

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		<p>Well-judged management systems have been developed rapidly. Communication and decision-making processes are clear so that everyone understands their roles and accountabilities. A rigorous performance management system has been introduced. Procedures for identifying children’s special educational needs, consulting appropriately with parents and co-ordinating support have been developed.</p>	
Frederick Natrass	May 2016	<p>The principal is relentless in her ambition to ensure that pupils receive a high quality education. Leaders and all staff, care passionately about ensuring pupils’ well-being.</p> <p>The Trust and members of the governing body provide strong challenge and support to leaders to ensure that the academy continues to improve.</p> <p>The principal, with effective support from the vice principal and representatives of Northern Education Trust, is ensuring continual improvement to the academy’s performance. She is passionate about ensuring that pupils’ needs are met and removing any barriers to enable pupils to learn more effectively.</p> <p>Leaders have established a positive climate for learning and staff morale is high, as shown in the responses to the staff questionnaire. The principal has ensured that all teachers and some support staff have an opportunity to develop their leadership role in their area of responsibility. Leaders carefully check the quality of provision and outcomes in their area and take positive steps to address any areas of underachievement. The principal makes</p>	<p>Governors challenge the academy effectively. They visit regularly and analyse the academy’s performance. They ask probing and challenging questions of leaders to ensure that the academy continues to improve. They have a good understanding of the strengths and the areas to be improved. The level of challenge is clear to see in the minutes of the governing body meetings.</p> <p>Northern Education Trust provides bespoke support and challenge to the school. The school improvement partner visits on a regular basis to ascertain how well the school is doing. The trust also conducts reviews that identify ways in which the school can improve. Leaders respond positively to this challenge and, as a result, there have been improvements to the quality of teaching and pupils’ outcomes.</p> <p>The arrangements for safeguarding are effective. Leaders and staff are highly aware of how to keep pupils safe. They conduct rigorous checks on the suitability of staff to work with children before allowing them to take up their posts. Leaders and staff have received appropriate training on child protection and on preventing</p>

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		<p>sure that there are 'shadow' leaders, so that if a leader is absent for any reason, there is someone ready to take over to ensure continuity in improvements.</p> <p>The principal rigorously holds all staff to account. Staff are set challenging targets that are closely linked to pupils' achievement and priorities in the school's improvement plan. Teachers know they must meet their challenging targets, which are linked to the teachers' standards, before they progress up the pay scale. The principal is clear that the school only recruits staff who meet its high standards and who are prepared to participate fully in the school's philosophy, particularly of inclusion. Consequently, there is a shared understanding of the approaches to teaching, learning and assessment and in promoting pupils' personal development and well-being.</p> <p>Leaders and staff work hard to engage parents and carers to support their child's learning. They have developed different forms of communication, such as through text messages, posters and social media. Pupils are delighted that their parents can download an app onto their mobile phone, tablet or computer that enables staff to send an instant message about how well pupils are doing or how the parent can help at home.</p>	<p>radicalisation and extremism. They are well trained to recognise and act upon any signs of harm or risk to children. They take prompt action to address any concerns and work effectively with other agencies to ensure pupils' welfare. Almost all parents who responded to the school's own questionnaire indicated that their child felt safe in the school and that their child is well looked after.</p> <p>Governors oversee the school's work in aspects such as finance, premises and staffing effectively. There is a portfolio model of governance, with all governors participating in areas in which they are able to provide expertise. The portfolio holder gives an overview to the full governing body. The governors hold leaders to account very effectively as they are committed to ensuring success for pupils.</p>
Grangefield	30 November – 1 December 2016	The school works effectively with the academy trust and other partners to strengthen leadership, the quality of teaching and the accuracy of assessment.	Governors provide focused support and challenge and these have contributed to the substantial improvements in recent years. They use their considerable expertise to hold leaders to account for key aspects of performance.

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		<p>Leaders have worked closely with the multi-academy trust to continually check standards, improve the quality of teaching and strengthen leadership and governance.</p> <p>The principal has established a culture of high expectation that permeates all aspects of the school's work. Her relentless focus on improvement has contributed to significant increases in pupils' progress.</p> <p>Heads of school and subject leaders work closely together to ensure that pupils' personal well-being and their academic progress are continually addressed.</p> <p>The principal has led a significant cultural change over the past three years that has transformed the quality of teaching and standards of behaviour. An ethos of high expectation informs all aspects of the school's work.</p> <p>The principal and her team have instilled high expectations and increased levels of challenge while maintaining staff morale. Teachers feel supported and value their ongoing professional development, which is leading to clear improvements in the quality of teaching.</p> <p>Senior leaders, governors and the academy trust have worked closely to eradicate inadequate teaching and ineffective leadership. This has resulted in staff movement, but at the same time considerable support has been invested to build leadership capacity.</p> <p>Senior leaders have established high expectations for the quality of teaching, learning and assessment. They</p>	<p>The school works effectively with Northern Education Trust and other partners to strengthen leadership, the quality of teaching and the accuracy of assessment.</p> <p>The chair of governors oversees a strong team of governors who have introduced extremely robust monitoring systems that ensure that pupils' progress is consistently under review.</p> <p>Governors make frequent visits to the school, some of which are unannounced, enabling them to gain a realistic picture of the school's work. Governors have particular areas of focus that they report upon on a regular basis.</p> <p>Governors have supported leaders in the more challenging conversations that have taken place in recent years to hold teachers to account through the stronger implementation of performance management procedures.</p> <p>Governors check the use of additional funding, such as the pupil premium, and this has resulted in a diminishing of differences over the last two years. They have overseen the effective management of financial resources through a challenging period of change.</p>

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		<p>ensure that all teachers take pupils' starting points and ongoing progress closely into account. This is leading to improving rates of progress, although variability remains in the quality of teaching in a minority of subjects.</p> <p>Senior leaders are committed to ongoing improvement. They work closely with local primary schools to build curriculum continuity between primary and secondary schools. A number of senior leaders sit as governors on the governing body of local primary schools to ensure that transitions are effective.</p>	
Hilton	June 2014	<p>The headteacher provides inspirational leadership and, together with the highly effective deputy headteacher, shows a determination for all pupils and staff to realise their potential. Leadership and management at all levels are highly effective and this is having a significant impact on raising standards of achievement and progress. Senior leaders are actively supporting improvements in leadership in other schools within the education trust.</p> <p>Senior leaders and governors check the progress of pupils meticulously. Swift action is taken if pupils fall behind and extra support or additional teaching is provided to help them catch up. As a result the gap in achievement and progress across different pupil groups is narrowing rapidly.</p>	<p>Safeguarding procedures fully meet requirements. Governors ensure that the welfare of pupils and staff is given the highest priority. As part of this commitment they make sure that staff have an excellent awareness and understanding of child-protection procedures.</p> <p>Governors make an outstanding contribution to the success of the school. Central to their work is a commitment to ensure that all pupils are supported, encouraged and challenged to achieve as well as they can. They have an excellent knowledge and understanding of pupils' achievement because they regularly visit lessons, meet with staff and ask pupils what they think about their learning. In addition, they have a detailed understanding of the quality of teaching and are well informed on how teachers' performance is being managed.</p> <p>Governors are well aware of the needs of the community the school serves. They have been instrumental in</p>

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			<p>developing a range of school-based services to support the needs of vulnerable pupils and their families. This is greatly valued by pupils and parents, and links between home and school have improved significantly.</p> <p>The move to academy status has been managed extremely effectively. Excellent systems are in place to make sure finances are used as well as they can be. Governors have a relentless focus on ensuring additional funding is used to improve pupils' achievement and progress.</p>
Kearsley	Monitoring inspection visit – July 2013	Senior leaders, governors, and the academy sponsor are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to revisit and update the academy improvement plan to ensure that strategies for improvement are clear and detailed with specific review dates and targets, explore ways to harness the student voice so that students can better contribute to the improvement agenda and ensure that judgments about the quality of teaching and learning are secure.	The Governing Body are informed, supportive, and prepared to challenge the leadership when required. However, the academy improvement plan that has been approved by the Governing Body is insufficiently clear about how intended outcomes will be achieved.
Kearsley	May 2013	While the school evaluates leadership and management as outstanding, inspectors judge it to require improvement because leaders have yet to secure a track record of good achievement for students or a trend of improving examination results. Self-evaluation takes insufficient account of the full set of recent examination results, such as the inadequate achievement of students who took GCSEs in 2012.	Governors hold the academy's leaders to account. For example, they challenged the academy's leaders to explain why the 2012 results did not meet predictions and are now confident that the system used to monitor students' progress is more reliable. They are aware of where teaching is stronger and where it is weaker through not only discussions with the Principal, but also regular

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		<p>Leaders, including the Principal, have high ambitions for future developments. They articulate a clear philosophy for raising aspirations and improving outcomes for young people in the area. Evidence for this can be found in the decision to set up the sixth form and maintain it even when, initially, numbers were low. Numbers in the sixth form grew considerably this year.</p> <p>Leaders and managers form a unified team and enjoy the support of other staff, for example, all who responded to the staff questionnaire said they are proud to work at Kearsley Academy. The academy enjoys a growing reputation in the area, and has established effective partnerships with local primary schools.</p> <p>The academy has capacity to improve. Leaders and managers have raised attendance and improved behaviour. The quality of teaching is beginning to improve, as a result of sharing good practice and focused staff development and is leading to better progress for current students. However, attainment dropped last year (albeit with a weaker group of students). Leaders accept that examination predictions last year were over-optimistic and now have a more rigorous system in place for monitoring students' progress.</p> <p>The academy's sponsors provide helpful support in a number of ways. For example, Northern Education provides funding for the school's Achievement Partner, who is able to give additional support to the school's leaders. The support from Bolton Council facilitates links</p>	<p>visits to classrooms. They ensure that pay rises are awarded only when merited by teachers' performance.</p> <p>Governors ensure that financial management is sound and monitor the use of pupil premium funding. They are aware that the school's website does not currently include enough information on issues such as the academy's curriculum or the pupil premium and its impact.</p>

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		<p>between the academy and other local schools, and enables staff from different schools to share expertise. The partnership with Bolton University helps to raise the aspirations of sixth-form students.</p>	
Kearsley	May 2015	<p>The recently appointed Principal leads a committed team who are driving rapid improvement in the academy. They have the whole-hearted support of the academy trust. A learning community has been shaped where high expectations and good behaviour are strongly encouraged. There is a clear and ambitious vision for improvement in the academy. This has been communicated very skilfully to all members of a staff group who are exceptionally unified in working towards shared goals.</p> <p>Leaders have a clear picture of strengths and areas for development. They have detailed plans in place for further improvements. They have identified as a priority the need for even more students to make more than expected progress in English and mathematics by the end of Year 11. Leaders have also planned for to improve assessment and marking in order to increase the challenge presented to each student whatever their starting point.</p> <p>The Northern Education Trust provides effective support to the academy. The trust closely monitors standards in the academy and provides detailed advice. It's very high expectations for the quality of safeguarding arrangements have guided the academy in establishing outstanding practice.</p>	<p>Governance is good. Governors interpret fully the detailed information about the quality of teaching which school leaders provide. They check, through close monitoring, that any advance of teachers up the pay scales is closely linked to the quality of progress their students are achieving. They are well informed about how school leaders tackle any underperformance.</p> <p>Governors have the skills to interpret independently the academy's key performance information. They provide challenge to leaders to ensure that academy targets link to the necessary actions to achieve these.</p> <p>Governors monitor the spending of pupil premium funding with full attention to the data that demonstrate whether the money spent has provided good value in terms of improvements in achievement for disadvantaged students.</p>

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Merlin Top	29–30 November 2016	<p>Following its conversion to academy status, the Northern Education Trust has provided extensive support to the school to secure its leadership. They continue to monitor the work of the school and provide regular advice and support. They have provided considerable financial support.</p> <p>The principal is determined to improve outcomes for all pupils and is successfully strengthening the quality of teaching, learning and assessment across the school.</p> <p>Although the overall effectiveness of the school continues to require improvement. Leaders' accurate evaluation of their work is ensuring that the right priorities for improvement are set and are driving improvement effectively.</p> <p>The principal has brought much-needed stability to the school. She is relentless in her determination to improve pupils' outcomes and is equally determined to raise the aspirations of all pupils by providing an engaging curriculum that instils a love of learning and embraces the wider community. For example, an integral part of the physical education programme for key stage 2 pupils is to access the local waterpark for kayaking, raft-building and sailing activities.</p> <p>The principal has established a strong leadership team that collectively has the capacity to drive through the improvements needed to secure good outcomes for pupils. She is very ably supported by the vice-principal, who ensures that assessment information is monitored</p>	<p>Governors have not ensured that the school's website is fully compliant with statutory requirements.</p> <p>Following the last inspection, governors have reviewed their roles and addressed the elements of their functions that required improvement. They are fully involved in setting the vision for the school and ensuring that money is spent wisely. The recently appointed chair of the governing body is equally driven to see improvement in pupils' outcomes.</p> <p>Minutes of meetings reflect the improved level of challenge and questioning that governors are levelling at school leaders to bring about this change.</p> <p>Governors are in the process of updating the school's website and ensuring that all generic policy information provided by the trust is reflective of practice specific to Merlin Top. This is particularly evident in the comprehensive policy that is now available for pupils who have special educational needs and/or disabilities.</p>

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		<p>carefully and any underachievement of pupils or groups of pupils is tackled swiftly. As a result, pupils across the school make no less than expected progress and an increasing number are making more than expected progress.</p>	
Merlin Top	Monitoring inspection visit – Nov 2015	<p>From September, you were able to hit the ground running, building upon the improvements made by the interim executive headteacher and increasing the pace of improvement. This has come about because you quickly gathered an accurate and precise view of the quality of leadership and teaching and took decisive action to tackle any weaknesses, while ensuring that all staff share your vision and aspirations for the children in this academy. There is clearer direction and raised expectations of staff and pupils.</p> <p>Although the academy has not been able to appoint a vice-principal, you have continued to develop the senior leadership team, building on the strengths of existing staff and through new appointments. From the outset, you have made your expectations clear and are holding them to account robustly for the impact of the work they do. These senior leaders are committed and are quickly developing the knowledge and skills they need to drive forward the improvements needed. They are key drivers for improvements seen in teaching. They have ensured compliance to the academy’s policies and procedures and supported improvements in teachers’ subject knowledge, but know they must sharpen the checks they make to evaluate more precisely the impact of teaching on learning.</p>	<p>The academy makes use of expertise within the trust and local partnerships to develop teachers’ subject knowledge. It has maintained strong links with the local authority by continuing with local partnership arrangements to support the improvements in teaching and secure the accuracy of assessment.</p> <p>The trust has taken action to secure an interim board with the knowledge and skills to provide the academy with the challenge needed, as well as working on growing the strength and capacity within the governing body to fulfil its role effectively. The board has adopted the trust model of each member taking on a portfolio to focus on specific aspects of the academy’s work and it is now developing systems for reporting the outcomes of this work back to the full Academy Interim Board. The board provides increasingly robust challenge through visits to the academy and by meeting with leaders, as well as during meetings. Consequently, the board has a clearer picture of the academy’s progress and the impact of actions.</p>

Academy	Ofsted Report	Leadership Quotes	Governance Quotes
		<p>You are starting to widen the band of leadership by developing middle leaders and are making use of training provided by the trust, as well as tapping into networks through local partnerships. All leaders see this as an essential aspect of development to secure the future of the academy.</p>	
Merlin Top	March 2015	<p>New leaders have placed a relentless focus on improving the standard of education and raising the aspirations of the entire academy community. Decisive action has been taken to tackle underperformance. Poor behaviour is not tolerated and expectations have been raised. Although it is too early to see the full impact of some of the recent changes, there is tangible evidence to demonstrate these actions are already having a positive impact on pupils' achievement, behaviour and enjoyment of learning. While the work of middle leaders is not fully developed, senior leaders have demonstrated they have the capacity to make further improvements.</p> <p>Senior leaders have a clear understanding of the academy's strengths and weaknesses and have taken immediate action to improve teaching, through the teachers' performance management system, and improved assessment of pupils' work and progress. Teaching is improving in all year groups. There are now more rigorous procedures in place to monitor the quality of teaching through lesson visits, checking the standard of work in pupils' books and undertaking joint lesson observations with external consultants. Professional development for staff has improved but there is more to</p>	<p>In the past, insufficient focus has been placed on decreasing the gaps in attainment between disadvantaged pupils in the academy and non-disadvantaged pupils nationally. New leaders and governors appreciate the pupil premium funding should be used to best effect for eligible pupils and are beginning to check the progress of these pupils more carefully.</p> <p>Governance has recently improved and is increasingly effective. Governors undertake appropriate training and make frequent visits to the academy. They understand the regular and comprehensive information and reports, including data, which is presented by the executive headteacher and increasingly ask searching questions to confirm the accuracy of the information.</p> <p>Governors are informed about the quality of teaching and how action taken by the executive headteacher is tackling weaknesses. They set appropriate targets for the executive headteacher. Governors have recently implemented systems to ensure that pay increases for teachers are related to pupils' progress.</p>

Academy	Ofsted Report	Leadership Quotes	Governance Quotes
		<p>do to ensure that the training of new and less-experienced staff is given a high priority.</p> <p>Senior leaders quickly identified that assessment information was unreliable, and they took immediate action to address this. They are now able to use reliable data to pinpoint any underachievement, thereby identifying where additional support and intervention are required, to improve the quality of teaching and to raise teachers' and pupils' expectations of what can be achieved.</p> <p>While leaders strive to ensure equality of opportunity, not all pupils have the same opportunities to achieve as well as their better-performing peers in the academy or nationally, because of inconsistencies in the quality of teaching.</p> <p>The executive headteacher is supported by the Northern Education Trust, which has provided a range of support for the academy, including support for governors, coaching for leaders and opportunities for teachers to visit outstanding schools and to witness outstanding teaching. This has contributed to the improvements that have been made in the quality and impact of teaching.</p>	<p>Governors keep a close eye on finances; they know how the pupil premium and primary school sport funding are spent but, until recently, they have not ensured that the pupil premium funding has been used effectively enough to narrow the attainment gaps between the academy's disadvantaged students and non-disadvantaged pupils nationally.</p> <p>Governors fulfil their statutory duties effectively, including safeguarding pupils.</p>
Mount Pellon	29–30 November 2016	The trust has put into place robust plans to tackle current weaknesses. They have provided effective support for the acting principal. The governing body have the skills needed to challenge leaders and help improve the school.	The Northern Education Trust had not anticipated the decline in outcomes in 2016 but has since responded quickly, working effectively with leaders to begin to turn things around. Support provided by the trust, particularly by the achievement partner, has helped leaders and governors to assess the quality of teaching and learning

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		<p>The Northern Education Trust had not anticipated the decline in outcomes in 2016 but have since responded quickly, working effectively with leaders to begin to turn things around. Support provided by the trust, particularly by the achievement partner, has helped leaders and governors to assess the quality of teaching and learning accurately. Plans and actions put into place since September 2016 are focused precisely on improving pupils' attainment in reading, writing and mathematics. The impact of this work is beginning to be seen in pupils' books.</p> <p>Leaders have taken effective action to address inadequate teaching but have found it difficult to recruit suitable new teachers. They were effective in raising standards in 2015 but improvements were not sustained in 2016, partly due to staffing difficulties.</p> <p>Leaders have developed the curriculum so that pupils have the opportunity to learn across a range of subjects. However, the teaching of science is not preparing pupils successfully to reach expected standards, resulting in pupils achieving levels well below others nationally. Regular opportunities to work alongside an arts company support pupils effectively to develop their skills in dance, drama and music.</p>	<p>accurately. Plans and actions put into place since September 2016 are focused precisely on improving pupils' attainment in reading, writing and mathematics. The impact of this work is beginning to be seen in pupils' books.</p> <p>Governors have a good understanding of the needs of the local community. They are experienced and well-equipped to offer challenge and support to school leaders.</p> <p>Governors are aided in their role by the recently set up management support group, instigated by the trust. This group meets each fortnight to consider the performance of the school and to evaluate progress.</p>
Mount Pellon	March 2015	<p>The Principal, supported by a very able Vice-Principal, senior leadership team, teachers and governors, is determined that all pupils should have access to a good education. Together with colleagues, she has systematically tackled a host of weaknesses. These</p>	<p>Senior leaders and governors ensure that the primary school physical education and sport funding is spent well. This makes a good contribution towards the development of pupils' health and well-being through encouraging greater participation in sporting activities such as</p>

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		<p>included inadequate teaching, poor staff morale, and low expectations of pupils and poor behaviour. Leaders have put tracking and monitoring systems in place where none existed previously.</p> <p>It was not possible for senior leaders to fully reverse the trend that led to pupils' poor achievement at the end of Year 6 in 2014 because of significant gaps in pupils' prior learning. The successful work of senior leaders is now paying dividends. Most teaching is now good and pupils' achievement has improved.</p> <p>Middle leaders, including those responsible for English and mathematics, the curriculum, computing and assessing pupils' achievement, work exceptionally well together as a team. They have clearly defined areas of responsibility, including supporting newly qualified teachers and mentoring any teachers who are not reaching their targets.</p>	<p>gymnastics, dodge-ball and table tennis. A sports coach and sports leaders also help to develop the skills of staff in teaching various sporting activities.</p> <p>The academy's sponsor, Northern Education Trust, is effective in its role of both supporting the leadership of the academy and holding it to account. The academy works effectively and regularly with its achievement partner, whose work is commissioned through the Trust. Most recently, he has supported the academy with improving the quality of teachers' marking and reviewing the performance of pupils eligible for support through the pupil premium.</p> <p>All governors have a portfolio which identifies their specific areas of responsibility in the academy. They are skilled, experienced, well trained and know the academy well. They know that the academy has come a long way on its road to recovery and that teaching and pupils' achievement are well on their way to becoming good overall.</p> <p>Governors are effective in their roles because they hold the Principal and senior leaders to account and provide support and advice in equal measure.</p> <p>Governors know that a legacy of poor teaching led to pupils' below average performance at the end of Key Stage 2 in 2014. They have an in-depth knowledge of how well each teacher is performing because they regularly scrutinise data from pupils' progress meetings as well as national performance data. They reward</p>

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			<p>teachers for their effective work, but do not accept the Principal's recommendations for salary progression or promotion until they are satisfied that teachers' performance is at least good.</p> <p>Governors check that the additional resources, booster sessions and help with costs for educational visits available to pupils eligible for support through the pupil premium are helping to raise their levels of attainment across the academy.</p>
Norton	29–30 November 2016	<p>The Northern Education Trust has supported and challenged leaders. In 2015 following the long-term absence of the previous vice principal, for example, the trust arranged for an additional principal to support the school for two days a week. The trust also offers regular training opportunities for staff and governors.</p> <p>The principal has established a varied, creative curriculum. Enrichment days and themes are enjoyed by pupils and parents.</p> <p>Leadership and teaching in the early years are growing strengths of the school. Nursery children, in particular, make good progress from their starting points.</p> <p>The recently appointed vice-principal is taking action to improve pupils' attendance. There are early signs of positive impact on rates of attendance for some pupils. The proportion of pupils who are regularly absent, however, remains well above national averages. Too many pupils currently arrive late.</p>	<p>The Northern Education Trust has supported and challenged leaders. In 2015 following the long-term absence of the previous vice-principal, for example, the trust arranged for an additional principal to support the school for two days a week. The trust also offers regular training opportunities for staff and governors. The trust's view of the school's current performance is too generous, however, and does not match inspection evidence.</p> <p>Governors now have a clear vision for the school and bring a broad range of relevant skills and experience to bear on its improvement. The structure of governance has, however, very recently changed. Governors at Norton Primary Academy are new to their roles and responsibilities and are still getting to know the detail and extent of the school's strengths and weaknesses. Governors' impact on performance at the present time is therefore untried.</p> <p>Plans are in place for governors across the multi-academy trust to work together in a more focused</p>

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		<p>Senior leaders use the additional funding for physical education and sport wisely. Several extra-curricular sports clubs have been established both during and after school hours; for example, tennis and football. Levels of participation have risen and pupils of all ages have increased opportunities to take part in competitions. Children in the early years benefit from extra support to develop their physical skills, coordination and movement.</p>	<p>manner. Governors are seeking opportunities to share best practice, develop consistency of practice and learn from each other. This restructuring and vision for moving forward is indicative of governors' desire for advancement.</p>
North Shore	Monitoring inspection visit - 28 November 2016	<p>School leaders have started to introduce changes that are providing a platform for improvements to teaching and learning and pupils' behaviour and welfare.</p> <p>The new principal has reviewed leadership and the management structure in conjunction with the school improvement partner. She has a clear vision for the school's development and has begun to implement a coherent strategy for improvement. She has launched a new 'school within schools' system to promote closer monitoring of pupils' progress and enable teachers to consider how the wider personal and social needs of pupils impact upon their academic progress.</p>	<p>The trust has worked more intensively with the school to establish a settled leadership team and to improve the quality of governance. Trust networks have more recently supported leaders in improving the accuracy of assessment. A school partner, brokered by the trust, has supported the principal in diagnosing current weaknesses and devising strategies for improvement.</p>
North Shore	December 2013	<p>Strong senior leadership has brought about significant improvement to the way students behave, the quality of teaching and to students' achievement.</p> <p>The Principal has a relentless drive and commitment to improving the academy. He is passionate about improving the lives of these young people. This determination is shared by the vice principal, who has</p>	<p>The governing body supports and challenges leaders in equal measure. There is a very good match of skills and expertise within the governing body. As a result they have a real grasp of the strengths and weaknesses of the academy and clearly have their finger on the pulse.</p> <p>Within the governing body are 'portfolio holders' who have a clear understanding of students' academic</p>

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		<p>developed robust systems for improvement, and by the other members of the senior leadership team. The much improved middle leaders are effective in their work and ensure the drive for improvement is maintained.</p> <p>The leadership and management of the quality of teaching have been exemplary. It has been pivotal in ensuring the improvement of the academy. As a result of effective performance management systems and robust monitoring and evaluation of the quality of teaching, underperformance is tackled robustly. The impact of these initiatives can be seen in the way that student outcomes have improved since the previous inspection.</p>	<p>performance, behaviour, attendance and the quality of teaching they receive. This depth of knowledge enables them to challenge senior leaders much more diligently.</p> <p>The highly experienced Chair of the Governing Body is also the chair of the lead sponsor. Consequently, governors ensure the financial integrity of the academy and make sure that salaries are linked to teachers' performance-management targets. They also check that the pupil premium and Year 7 catch-up funding are used to identify and meet the needs of individual students and evaluate their impact.</p> <p>Governors meet their responsibility in ensuring that safeguarding meets requirements.</p>
North Shore	Monitoring inspection visit – July 2013	<p>The highest expectations, expertly modelled by the Principal, remain and more teachers are stepping up to the plate to improve their performance. The transition to the new building was excellently orchestrated and resulted in a seamless move with no tangible disruption to learning. The rigour of the monitoring and evaluation of the quality of teaching and the bespoke professional development offered to teachers and teaching assistants continues to have a significant impact on the overall quality of teaching.</p>	<p>The governing body is much improved. The Chair of the Governing Body has ensured that governors understand their roles and responsibilities and their match of skills and expertise to their role is first-rate. As 'portfolio holders', governors understanding of students' academic performance, attendance and the quality of teaching they receive is far more secure. As a result, they are holding leaders, at all levels, much more to account and the level of challenge is much greater.</p>
North Shore	Monitoring inspection visit – March 2013	<p>Leadership at all levels is becoming more cohesive and effective. Senior leaders have very high expectations of staff and have taken some tough decisions regarding improving the quality of teaching and leadership and these are beginning to bear fruit. Staff say that morale is</p>	<p>The governing body is growing from strength to strength. Governors continue to increase their challenge and support of senior leaders. They have a reasonable view of how well the academy is doing, but are not ensuring the necessary improvements to the quality of teaching</p>

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		<p>higher now and this is reflected in the significantly reduced staff absence figures. The management of the move to the new building is being skilfully undertaken with the minimum disruption to learning.</p>	<p>and middle leadership are carried out as fast as is needed.</p>
North Shore	Monitoring inspection visit – Dec 2012	<p>There remains a clear vision for improvement that is permeating deeper within the academy. Senior leaders have a good understanding of the need for greater rigour and accountability in order to raise everybody's game. For example, expectations of teachers in relation to the setting and marking of homework have been raised. Unfortunately, this is not replicated fully at middle leadership level. Roles have been clarified and middle leaders believe that they are held more to account, but in reality there are still some aspects of leadership that are not improving as rapidly as they need to. Subject leaders do not challenge weak teaching in their departments strongly enough. Monitoring systems are not tight enough and, as a result, some teachers are still getting away with lacklustre teaching. A key concern is that not all middle leaders model the best quality of teaching.</p>	<p>The governing body is already benefitting from the vast experience of the new chair. However, it is too soon to see sufficient impact of any new initiatives. Governors have a better grasp of what questions to ask and are making their presence felt more around the academy. They have received training and been provided with a 'tool-kit' to help them to perform their role more effectively. There has been significant improvement in building better links with parents and partner primary schools.</p>
North Shore	March 2016	<p>Leaders and governors have not managed to eliminate fully the weaknesses in achievement and teaching identified at the time of the previous inspection.</p> <p>To improve the SLT need to secure the provision of a settled senior leadership team which can concentrate fully on raising the overall effectiveness of the school.</p> <p>Leadership and management require improvement because the school has not managed to provide its pupils</p>	<p>Leaders and governors have not managed to eliminate fully the weaknesses in achievement and teaching identified at the time of the previous inspection.</p> <p>The governing body is increasingly effective and provides robust challenge when appropriate.</p> <p>Since the previous inspection, the governing body has become increasingly effective. It has a good range of expertise, often drawing on officers from the Northern</p>

Academy	Ofsted Report	Leadership Quotes	Governance Quotes
		<p>with consistently good or better teaching. As a consequence, GCSE examination results have been too low and pupils have underachieved.</p> <p>Variable leadership of subjects has meant that in several areas, for example mathematics and history, the school's older pupils are still attempting to overcome a legacy of previous underachievement.</p> <p>□ The recently reconstituted senior team has been effective in ensuring that pupils' behaviour is generally good and that the school provides a calm environment in which they can learn.</p> <p>he executive director and his senior team have ensured that staff morale remains high and that parents are generally confident in the school. The upheaval surrounding the resignation of the Principal has been well managed. Staff, parents and pupils have all been kept well informed.</p> <p>Leadership of teaching, in terms of classroom management, has been effective so lessons proceed smoothly. Good systems for collecting data on pupils' progress in all subjects mean that leaders at all levels can challenge classroom practice if slippage occurs. Leaders have ensured that policies relating to the classroom are being followed, for example those concerning behaviour and marking. Weak teaching is challenged.</p>	<p>Education Trust. A realisation after the GCSE results of last summer that the governing body had not been provided with accurate predictions led them to probe and challenge so that the systems the school now uses are far more rigorous and accurate.</p> <p>Governors ensure that performance management arrangements are effective and that any salary progressions are fully merited. They give valuable support to senior staff when difficult decisions need to be made to eradicate weak teaching.</p> <p>Governors understand the data that the school provides on the progress of all groups of pupils and know how they relate to national figures. They are keen to ensure that teaching now improves substantially and that pupils' progress rises rapidly.</p> <p>The arrangements for safeguarding are effective and meet statutory requirements in all respects. Record-keeping is good and the arrangements for checking the identities of adults who have access to pupils are exemplary.</p>
Oak Tree	Monitoring Inspection	Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the	Northern Academy Trust, the academy sponsor, has trained and supported governors so that they are

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	Visit – Dec 2015	<p>recent section 5 inspection in order to become a good school.</p> <p>The academy improvement plan is focused on the most important priorities. You have identified appropriate actions and timescales for improvement, and listed who is responsible for making sure each action has the required impact. The plan is clear about the desired learning outcomes for pupils.</p> <p>Senior and middle leaders are increasingly involved in checking the work of teachers. These checks are thorough, because they focus on what pupils are learning. You and other leaders are identifying how individual teachers can improve, feeding back to them on action points and following up to check for impact. Senior and middle leaders' action plans are keeping leaders focused on their priorities. However, subject leaders need to make sure their work has more impact beyond the phase in which they teach.</p> <p>The growing effectiveness of leaders is evident in the improvements in teaching. Strong teaching of phonics is resulting in above average attainment in linking sounds to letters in the early years and Key Stage 1; though too many of these pupils are still below the expected level in reading.</p>	<p>beginning to better understand their responsibilities. The governing body has also undertaken some self-review. As a result, there are signs that governors are beginning to offer more challenge during their regular visits. Some governors are over-generous in their assessment of how well the academy is doing. The trust's Director of Governance will take over as Chair of the Governing Body in January as the current chair retires from her duties.</p> <p>Northern Education Trust keeps a track of progress towards year group attainment targets every half term. In the summer term, the trust judged that the progress being made by the academy was not fast enough so challenged leaders to increase the pace of improvement.</p> <p>The trust's achievement partner, assigned to the academy in September 2015, has begun to offer some challenge. The trust has brokered the services of a lead headteacher to visit the academy one day a week. This headteacher is providing effective, targeted support, resulting in a recent acceleration in improvement as leaders become more effective. For the time being, leaders remain dependent on this external support and challenge.</p>
Oak Tree	June 2015	The Principal, capably supported by a committed team of managers and staff, has created a strong ethos and positive learning environment in which pupils behave well and are happy, safe and secure. Nevertheless, despite	The governing body have demonstrated a good deal of commitment to improving the quality of pupils' education. Working alongside leaders and managers, governors regularly check the quality of teaching and pupils'

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		<p>the recent appreciable improvements in pupils' outcomes that have been gained from a very low base, these improvements are at the early stages of impacting on pupils' higher achievement.</p> <p>Together with the Principal and senior leaders, the academy sponsor and improvement adviser have an accurate and insightful view of current performance, including that of the governing body. The academy sponsor and improvement advisor are extremely proactive and resolute in addressing weaknesses, providing robust challenge and taking any action necessary to further strengthen leadership at all levels.</p> <p>Teaching and learning is competently led and managed. At times, staff skills and talents are nurtured well by senior leaders. Yet, the leadership of teaching requires improvement because a robust, whole-academy strategy has not been fully embedded to ensure that pupils' progress and achievement improves quickly and consistently. The best practice that exists in the academy is not currently shared widely enough. Although performance management ensures that there is no automatic pay progression, opportunities are missed to set more challenging targets for teaching and classroom support staff improvement.</p>	<p>progress information. They take advantage of the good training provided by the local authority.</p> <p>Governors keep a check on the impact of pupil premium funding and recognise that improvement is needed to close attainment gaps. They understand the value of linking teachers' performance to pay progression but have not ensured that management arrangements include measurable targets. Despite their efforts, governors do not always have an accurate enough view of the quality of teaching and learning. Consequently, the level of challenge that they provide is sometimes variable.</p>
Red House	January 2014	The governors of the academy and the senior leadership team have ensured long-term improvement despite many challenging circumstances. Collectively they demonstrate a passion to provide high quality education. They are excellent role models for teachers, other adults in the	The academy's Trust and Governing Body have an insightful knowledge of the strengths and weaknesses of the academy because the group consists of highly effective professionals with a wide range of skills.

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		<p>academy and for their students. Significant and characteristic strengths of their leadership are the creative solutions they present after identifying an area for improvement and the rapid implementation of actions to bring about those improvements. They are often bold in their decision-making.</p> <p>The principal's strong leadership and determination to overcome barriers to academy improvement is commendable and appreciated by parents who recognise her considerable efforts and successes.</p> <p>Despite their strong leadership, the proportion of students achieving five or more good GCSEs including English and mathematics dipped last year, and this was not anticipated. A rapid investigation of the circumstances that led to this resulted in an extensive range of significant improvements. These included more accurate monitoring of students' progress by key subject leaders, improved training for all staff and the addition of two senior leaders with specific responsibilities to improve the progress that students make in English and in mathematics. These initiatives are already improving the quality of teaching and the progress students make.</p> <p>The quality of the leadership of teaching has improved. An extended and frequent programme of training for staff has been running from September. The use of academy staff to lead this development ensures that the training is precisely matched to this academy and rapidly develops the leadership skills and confidence of teachers at all levels. Good use is also made of external trainers where</p>	<p>Members of the Trust and governing body are ambitious for this academy to improve. They hold the principal, and by extension the whole staff, rigorously to account for academy performance and in particular for the quality of teaching and student progress.</p> <p>They ensure financial probity and that safeguarding procedures comply with legislation.</p> <p>The governors have a clear understanding on how effectively additional funding to support students known to be eligible for the pupil premium is spent. They are able to describe how funds were used, firstly to improve this group of students' attendance and behaviour, and now how they are improving their progress.</p>

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		<p>specific skills are needed, in for example child protection or moderation of students' work. Training has been a major contributor to improved teaching.</p> <p>The leadership and management of behaviour and students' spiritual, moral, social and cultural development are a strength. Students' personal development is an integral and important aspect of this academy's work. Students are taught how to take personal responsibility for their actions. A wide range of enrichment activities is well-attended and enjoyed by the students. Religious and cultural differences are respected and celebrated.</p>	
Red House	April 2016	<p>The new leaders for English and mathematics are starting to make a difference to the quality of teaching in these subjects.</p> <p>The leadership of teaching and learning has been strengthened and the work of new leaders in English and mathematics is starting to have an impact. In addition, staffing in both these subject areas is more stable after a period of difficulties with recruitment of staff.</p> <p>New leadership in this academic year of both English and mathematics is already beginning to show clear improvements. Both English and mathematics now have clear direction, staffing and vision leading to structured approaches to teaching and improvements in outcomes.</p> <p>Leadership of the academy's internal support unit for pupils who have difficulty in coping with normal academy life is effective. The support is successfully helping pupils</p>	<p>The governing body is now sharply focused on pupils' outcomes across the academy. Governors are challenging senior leaders appropriately.</p> <p>Since the last inspection senior leaders and governors have not acted quickly enough to stop the decline in standards and progress. Recent support from Northern Education Trust is proving effective in helping the academy to make more rapid improvements, for example through training for governors.</p> <p>Since the last inspection, governors have received training and support from the trust so that they are now better placed to understand pupils' progress, and to challenge senior and middle leaders and ensure their accountability for standards. They recognise the urgency with which change needs to happen in order to ensure outcomes are at least good.–Governors demonstrate a clear moral purpose for the academy and are determined</p>

Academy	Ofsted Report	Leadership Quotes	Governance Quotes
		<p>to reintegrate into the mainstream academy. Use of this facility is reducing over time as behaviour is improving.</p> <p>The leadership of teaching is strengthening and there is evidence of the positive impact of performance management in developing the skills of teachers.</p>	<p>for it to succeed.—Governors ensure performance management is effective and that teachers do not automatically rise through the pay scale without their performance being checked.</p>
Ryecroft	28–29 November 2016	<p>The school’s overall effectiveness has declined considerably since it was last inspected in April 2014. Over time, leaders, governors and the academy trust have not done enough to halt this decline. Despite recent improvements, many of which have been led by the executive headteacher, the school’s overall effectiveness is inadequate.</p> <p>The executive headteacher has developed and implemented many new systems and ways of working. For example, leaders are now examining the impact of teachers’ work more closely by looking at the work in pupils’ books, checking teachers’ assessments and observing their practice. This is helping leaders to build up a more accurate picture of this aspect of the school’s work.</p> <p>Similarly, the executive headteacher has introduced a new performance management system which has a sharper focus on improving teaching and securing better outcomes for pupils. Although it is promising, this recent improvement does not compensate for the historic failure of senior leaders and governors to hold their colleagues robustly to account.</p>	<p>Importantly, leaders and governors have not ensured that the school’s safeguarding policies and procedures are up to date or that all staff have the knowledge and skills they need to protect pupils from harm and promote their safety and welfare effectively. Some staff, for example, are unsure about how to report a concern about a member of staff. Equally, records of the use of physical restraint do not show that leaders and governors are assuring themselves that pupils’ behaviour is always managed safely.</p>

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Ryecroft	April 2014	<p>The determination of the exceptionally capable and caring headteacher acts as an inspiration to all staff who are united in a very strong commitment to do the very best they can for the benefit of all pupils in school and the community as a whole. As a local leader the headteacher supports other schools within the local partnership of schools.</p> <p>The headteacher, deputy head, other leaders and the governing body show their high expectations by setting challenging targets for teachers and pupils. These targets are enthusiastically embraced by staff who work very successfully to achieve them. Staff morale is high.</p>	<p>Governors have a highly accurate picture of how well the school is doing compared with other schools through their regular visits to see the school at work and their clear understanding of data on pupils' progress. They use this information well to ask leaders searching questions about its performance. Governors check that the management of teachers' performance is thorough. They know that pay progression is dependent on teachers meeting targets relating to pupil progress. Governors are very knowledgeable about current educational and school priorities. They are very well informed as to how the sports funding money is being used and know that pupil-premium funding is proving effective in raising the attainment of eligible pupils. The extremely high level of commitment of governors to the school is evidence of how seriously and conscientiously they take their responsibilities. Safeguarding procedures are extremely thorough and meet current requirements.</p>
Southmere	29–30 November 2016	<p>All leaders, in the trust and in school, are aware that much needs to be done to improve outcomes for pupils. However, plans for school improvement have not had the desired impact so outcomes for pupils are not improving quickly enough.</p> <p>Where leaders have worked together and identified areas of weakness carefully, they have put effective systems and strategies in place which are having a positive impact on pupils' learning. For example, staff training and a consistent approach to the teaching of phonics is starting to help pupils to read with more fluency.</p>	<p>Governance of the school has been in transition, with many recent changes in membership. The trust has recently, for example, appointed a new, experienced chair. Some of the changes, along with governors' uncertainty about their delegated role, have meant that the challenge and support given to the leadership team has not been rigorous enough.</p> <p>Governors have questioned leaders in meetings, but have not challenged them for further information or followed up concerns they have raised. For example, governors discussed attendance, but the focus was on families asking for leave of absence and did not include</p>

Academy	Ofsted Report	Leadership Quotes	Governance Quotes
			<p>challenging school leaders about the effectiveness of their work to reduce persistent absenteeism.</p>
Thomas Hepburn	29–30 November 2016	<p>The impact of the work of senior leaders and the support from the trust is beginning to improve the quality of teaching and learning, the progress pupils are making and the behaviour of pupils in lessons and around school.</p> <p>The trust took action to form an interim executive board and commissioned a review of the spending of additional funds, using expertise from across the trust.</p> <p>Working with the skilled executive principal, the governors have ensured that appropriate support is in place from across the trust to quicken the pace in improving the school, for example by providing support for leadership development.</p> <p>The newly appointed executive principal and senior leaders know the school. They accurately and swiftly identify areas for improvement. Action planning is secure and they are rapidly overhauling strategies and implementing much-improved systems to improve quality across all areas of the school.</p>	<p>The trust took action to form an interim executive board and commissioned a review of the spending of additional funds, using expertise from across the trust. The interim executive board now has specific responsibilities related to its areas of expertise. Governors are linked to individual members of the senior leadership team in order to better hold them to account for their work.</p> <p>Working with the skilled executive principal, the governors have ensured that appropriate support is in place from across the trust to quicken the pace in improving the school, for example by providing support for leadership development.</p> <p>The governors ensure that the executive principal's achievement partner effectively challenges her. This allows her to evaluate successes and carefully plan the next steps in school improvement.</p>
Thorp	30 November–1 December 2016	<p>The multi-academy trust has provided expertise to help strengthen the checking of teaching and learning across the academy and is providing middle leadership training.</p> <p>The trust has provided effective support to help the school develop leadership's capacity for improvement</p>	<p>The multi-academy trust has provided expertise to help strengthen the checking of teaching and learning across the academy and is providing middle leadership training. The trust has assisted in reviewing some key areas of the school, although its work in this respect is not of a consistently high standard. The trust has, however, provided effective support to help the school develop</p>

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		<p>and appoint a substantive principal from January 2017. The trust is clear that it has further work to do to support the school.</p> <p>The executive principal has the support of staff in his efforts to improve the school. As a result, the quality of teaching and pupils' progress are improving.</p> <p>Senior leaders and middle leaders have not been thorough in checking the quality of teaching and the work that pupils are producing. Although there is good and effective practice in the school, inconsistent leadership has led to variable teaching and pupil outcomes that require improvement.</p> <p>The executive principal has made sure that the staff are clear about the school's priorities and are supportive of improvement. Appropriate actions are identified in the school plans and there are signs of improvement. However, planning is overly elaborate and measures for success are not sharply focused on teaching and progress.</p>	<p>leadership's capacity for improvement and to appoint a substantive principal from January 2017. The trust is clear that it has further work to do to support the school.</p> <p>Governors have worked closely with the principal to identify what needs to be improved. They have sanctioned external reviews to find out more about how the school is performing. Findings from these reviews have yet to impact fully on pupils' outcomes. Governors know how teacher performance informs pay progression.</p>