

<b>Name of School:</b>	Admiral Lord Nelson School
<b>Head teacher/Principal:</b>	Nysrene Hardingham
<b>Hub:</b>	Portsmouth
<b>School type:</b>	11-16 Academy
<b>MAT (if applicable):</b>	Saltern's Academy Trust

<b>Estimate at this QA Review:</b>	Outstanding
<b>Date of this Review:</b>	17/01/2018
<b>Estimate at last QA Review</b>	Good
<b>Date of last QA Review</b>	21/09/2016
<b>Grade at last Ofsted inspection:</b>	Good
<b>Date of last Ofsted inspection:</b>	09/03/2017

**Quality Assurance Review**

The review team, comprising of host school leaders and visiting reviewers, agree that evidence indicates these areas are evaluated as follows:

<b>School Improvement Strategies</b>	OUTSTANDING
<b>Outcomes for Students</b>	GOOD
<b>Quality of Teaching, Learning and Assessment</b>	OUTSTANDING
<b>Area of Excellence</b>	None submitted
<b>Previously accredited valid Areas of Excellence</b>	Social Moral, Spiritual and Cultural development of students Revalidated at the last review
<b>Overall Estimate</b>	OUTSTANDING

*Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.*

## **1. Information about the school**

- Admiral Lord Nelson School (ALNS) is an average-sized 11-16 school.
- It became a converter academy in 2014 and formed the Saltern's Academy Trust. In 2015, the Trust became a multi-academy trust (MAT) with Trafalgar School as a sponsored academy.
- The vast majority of students are White British. The proportion of students who speak English as an additional language is well below average. The proportion of students who are disadvantaged is just below the national average. The proportion with special educational needs and/or disabilities is slightly above average. There is a higher than average number of students who are looked after and in the care of the local authority.
- The proportion of students who move on from ALNS to sustained education or training is higher than the national average.

### **2.1 School Improvement Strategies - Follow up from previous review**

Since the previous review

- The curriculum has been reviewed and meets the needs of students very well; its essential purpose is to prepare every student for their next stage of education or training.
- Leaders have responded very successfully to the school improvement strategy EBIs in the last review regarding developing monitoring procedures and gauging the impact of improvement strategies. There is close monitoring of students' achievements and rapid responses to any signs of underperformance.
- There is now a clear vision for teaching and learning in mathematics. This is the result of effective input from senior leaders, external agencies including a local primary headteacher, and the identification of best practice elsewhere. There is more to be done to secure reliably strong outcome in mathematics by the end of Key Stage 4 but there is evidence of improvements in current standards of achievement.
- A review of the curriculum has led to the introduction of some new courses and a move to a three-year Key Stage 4. Progress measures in the open element are anticipated to improve as a result of this change.

## 2.2 School Improvement Strategies - What went well

- Senior leaders know their school very well. School improvement strategies are successful because the senior leadership team (SLT) works closely and very effectively together. Members of the SLT set themselves high standards and expect similarly high levels of commitment and responsiveness from middle leaders. There is a very strong and positive culture of mutual accountability.
- Senior leaders are very committed to obtaining the best for students and to encouraging in them a value and a respect for learning. This vision serves students very well and supports the school's current very positive trajectory in outcomes and the significant improvements in the quality of teaching since the most recent inspection.
- Self-evaluation judgements are accurate and are used effectively to inform development planning. Subjects that have underperformed in the past are improving strongly because of the focused support and challenge from leaders.
- This is an outward-facing school. Senior leaders value their engagement with Challenge Partners (CP) and benefit from sharing best practice across schools in the network. Links with local secondary and linked primaries are strong and productive. The headteacher makes important contributions to the strategic work of the local authority.
- The MAT is offering the school greater flexibility around recruitment, professional learning for staff, and developing subject expertise. It is supporting the development of best practice across the two schools. For example, there is currently an agreed drive to promote more secure and rapid progress for boys across the MAT.
- Middle leadership is now strong and is driving improvement successfully and rapidly in the vast majority of subjects. For example, science now has a convincing trend of improving outcomes and is emerging as an area of strength.
- English remains an area of clear and obvious strength. This is because of strong leadership that identifies appropriate priorities, develops good quality responses across the team and then rigorously monitors and checks their effective implementation.
- Middle leaders work very productively and supportively together. They routinely share best practice naturally and readily.
- The leadership of the quality of teaching is highly effective. Systems to monitor and diagnose teachers' strengths and development needs are of high quality and are operated efficiently and effectively.
- Leaders make very good use of the views of students. This contributes to the very high quality working relationships between staff and students. Key Stage 3 students said that they are, '...proud to be part of the ALNS family.'
- Senior leaders are coping imaginatively and successfully with some challenging circumstances around finances, planned staff absence and difficulties in recruitment.

## **2.3 School Improvement Strategies - Even better if...**

...leaders continually refined self-evaluation and school improvement procedures to reflect their current level of success, so that excellence is maintained.

## **3.1 Quality of Teaching, Learning and Assessment - Follow up from previous review**

- Teachers now give useful and specific responses on students' written work and classwork. As a consequence, students are confident about how to improve their performance.
- Many teachers now use modelling and scaffolding to generate more secure learning and to drive students' higher expectations of their own achievement in lessons and across topics.
- Tests and mock examinations are used very effectively to identify where the quality of learning has been most secure and to identify best practice, and where teaching still needs to support deeper learning.

## **3.2 Quality of Teaching, Learning and Assessment - What went well**

- Students are often given a good choice of appropriate challenges in lessons to reinforce the culture of high expectations. Teachers encourage students to extend and develop their verbal responses, for example in the demonstration of their reasoning in mathematics.
- Many teachers take opportunities to develop students' literacy and numeracy skills well.
- The use of academic language is a strength in English, science, mathematics, and some other subjects. In one science lesson observed, involving a group of previously low-attaining students, the teacher developed the use of rich subject-specific language, which supported effective learning.
- Teachers want every student to be successful. A high level of personalisation is supported through the productive use of progress folders. These include subject-specific strategies and examples of effective interventions.
- Many lessons observed were well planned and structured, and involved close control over the pace of learning, high quality questioning, and very good modelling of what constitutes highly effective learning.
- Students value the subject knowledge, expertise and skills of their teachers.
- Teachers enable students to be confident and to understand the need to listen with high levels of attentiveness and thoughtfulness. There is virtually no off-task behaviour. Students want to learn and to enjoy their learning. They are happy to tell visitors this and are proud to show, for example, the way that they organise and present their work to a high standard.

- The learning environment in many parts of the school is stimulating. This sets the scene for learning very effectively. Many displays are both attractive and are of real practical use.
- Teachers use assessment and feedback well. School policies to promote and structure learning through high quality assessment are being followed consistently. Teachers mark students' books frequently and closely. Students are given helpful feedback. Homework is used well to support independent learning.
- Teachers offer many opportunities to enrich and extend students' experiences and there are a great many activities for students to enjoy as extra-curricular activities.
- There is a healthy and successful emphasis on the promotion of equal opportunities throughout the curriculum. Teachers model appropriate language and address prejudice and bias sensitively and effectively.

### **3.3 Quality of Teaching, Learning and Assessment - Even better if...**

...teachers routinely gave students time to reflect and act on improvement points.

...model answers were used more often in peer assessment to enable students to assess each other's work in order to understand what constitutes an excellent response.

...the strong practice seen in developing students' high level of fluency in the use of subject-specific terminology was even more widespread.

## **4. Outcomes for Students**

- Achievement is currently improving rapidly because of the outstanding quality of teaching.
- The overall P8 score in 2017 improved from the 2016 results. There is evidence in students' current work and their current progress of a likely further improvement in this indicator. A slightly smaller proportion of students achieved G5+ in both English and mathematics than nationally. Leaders are expecting this to be around 10% better next year. Nearly twice as many students entered the Ebacc than nationally. Three per cent fewer achieved G5+ in all elements but there are signs that this will be above average next year.
- Girls made better progress than boys by the end of Key Stage 4 in 2017.
- There were no appreciable differences in the progress made by students of different levels of prior attainment by the end of Key Stage 4 in 2017.

- Disadvantaged students made slightly less progress than others nationally in 2017. However, this was an improvement over the 2016 outcomes for this group and it is part of a convincing upward trend. It is a reflection of the strongly inclusive ethos of the school that every disadvantaged student went on to employment or education by the end of Key Stage 4 (on the basis of the latest figures).
- There is a convincing upward trend over recent years in the progress of students with special educational needs and/or disabilities by the end of Key Stage 4. Current students with special educational needs and/or disabilities are making strong progress.
- The eight students with English as an additional language in the 2017 cohort achieved very high value-added scores overall.
- Students' overall progress in English was strong in 2017. Outcomes in science had an impressive upward trajectory over the last three years and students' performance in additional science was good in 2017. Students achieve very well in dance, drama and music.
- The open element was the area of lowest value added in 2017. This is the reflection of a more academic curriculum structure for this cohort. There is the need for better trends in outcomes in some subject areas, for example design and technology, to continue.
- Languages value added measures are seemingly low (especially in French) but the proportion of students entered is far larger than nationally. This policy results in more students leaving with valuable language qualifications but serves to artificially depress progress measures compared to a generally more selective intake nationally.

## **6. What additional support would the school like from the Challenge Partners network, either locally or nationally?**

Subject-specific support with languages and design and technology.

**This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.**