

Summary of Ofsted Findings

Following the visit of Ofsted to EDA on January 18th 2018

PLEASE NOTE THAT THE HEADINGS IN THIS SUMMARY ARE NOT THE HEADINGS FOUND IN THE REPORT LETTER

Positive Judgements

"You, your leaders and all staff show a genuine desire for pupils to be safe and happy while they achieve to the very best of their abilities."

"The quality of care in the school and the school's ethos of 'excellence for all' stand out."

"Erasmus Darwin Academy is a strong community and relationships are exemplary across the school."

"Morale is high. All staff who spoke to inspectors said that they are proud to work at the school."

"Parents and carers value your leadership and the education that the school provides for their children."

"An overwhelming majority of parents who responded to Parent View agreed that the school is well led and said that they would recommend the school to other parents."

"Parents said that their child is happy and safe at school"

"The leadership of safeguarding is strong, as is the scrutiny provided by the governing body."

"All staff understand that keeping pupils safe is their top priority. They are well trained and regularly updated about safeguarding issues"

"All pupils that we spoke to during the inspection said that they feel safe in school"

"All Parents who completed Parent View said that their children are safe in school, as did all members of staff we spoke to."

"Pupils are friendly, courteous and well behaved"

"The number of pupils being excluded from school has fallen significantly."

"The school is a calm learning environment."

"Teaching is strong...and the great majority of pupils achieve very well as a result."

"Teaching is particularly effective in English, mathematics and science."

"Students demonstrate positive attitudes to their learning and act as role models to younger peers."

"Over time, pupils at key stage 4 make progress that is at least in line with other pupils nationally."

"The school's curriculum offers a wide range of learning experiences, both in and outside of the classroom."

"The curriculum includes regular teaching on how to stay safe, including from potential dangers that can arise when using the internet and social-media platforms. As a result, pupils have a good understanding of these issues."

"The curriculum is enlivened by extra-curricular activities which pupils really value."

"Pupils have the opportunity to study a range of academic and vocational courses at key stage 4 and in 6th form."

"Leaders regularly analyse and evaluate the effectiveness of the curriculum and adapt it as necessary."

"The experience of students in the sixth form is having a positive impact on their progress."

"Students are complimentary about their sixth-form experience and would recommend it to others"

"Retention is high because staff make sure that students are on courses that are appropriate for them and that they are well supported throughout their time in the sixth form."

"All students benefit from personalised advice and guidance about their next steps. As a result of this, the vast majority move on to university, apprenticeships or training."

"Leaders have recently introduced new systems to monitor and track the performance of the school. These systems allow leaders to put well-focused plans in place to address any areas of underperformance. As a result, many areas of previous weakness have improved and are now strong"

"The school's assessment systems have been restructured recently and leaders are now able to track, monitor and spot trends over time more easily. This allows them to act swiftly to put highly effective intervention strategies in place. As a result, pupils who need to catch up do so quickly and outcomes have improved."

"You know your school very well, including its strengths and weaknesses. Your self-evaluation is accurate and understood by all, including governors. Your plans to address the few areas that need to improve are clear and appropriate and are underpinned by detailed action plans"

Areas For Development

"Disadvantaged pupils and most-able pupils have performed less well in some subjects...especially in languages. ...but you have already got actions plans in place to tackle this issue."

"...some less effective teaching remains, especially in languages."

"Leaders and those responsible for governance should ensure that:

- pupils are not entered for examinations before they are ready, to enable them to make maximum progress.
- target-setting is aspirational while, at the same time, taking account of individual pupils' needs and abilities to ensure that it motivates them to achieve their best."