

# The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

*World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.*

By

Working Together

Sustaining Excellence

Transforming Learning



Evaluation Report

School: Cottesmore Millfield Academy

Start date: May 2017

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# Methodology

## Due Diligence

### Stage 1

#### Rutland Learning Trust - Monitoring Day

Rob Gooding (Chief Executive Headteacher)

Sarah Lyons (Headteacher)

Megan Lucas (Headteacher)

Sue Hickey (Trustee and LA Officer)

- Contextual information and characteristics of the school:  
General leadership discussion.
- Standards discussion with school leadership:  
Outcomes for pupils: Attainment and Achievement.  
(PRE-READING latest RAISE and school's own performance - data dashboards)
- Middle leadership discussion: Maths, English, SENCO, EYFS.
- Joint lesson observations and pupil interviews.
- Work scrutiny.
- Behaviour learning walk – lunchtime and around the school.

### Stage 2

#### Rutland Learning Trust - Monitoring Day

Rob Gooding (Executive Headteacher)

- School Improvement Plan and SEF review.
- Leadership and Governance Discussion.
- HR/Personnel Audit.
- H&S Safety – Risk Assessment (to be completed).
- Facilities.
- ICT Infrastructure Review.

### Stage 3

Graham Kirby (CFO)

- Finance Audit.
- Staffing structure.
- Draft budget forecasts and risk analysis.

### Stage 4

SEND Review 8<sup>th</sup> June 2017

- Rob Gooding (Executive Headteacher)
- Glenn Fraser (Headteacher)
- Alison Gorman (SENCo)

## Context and Characteristics

Millfield Community Multi Academy Trust (MAT) comprises of two primary schools Cottesmore (on Kendrew Barracks, Rutland) and Heighington (in Lincoln). The Regional School Commissioner (RSC) has serious concerns about the capability and capacity of the MAT and is actively seeking to re-broker both schools.

Cottesmore joined MCMAT as a fully sponsored Academy in January 2016. The RSC anticipates that following an imminent OFSTED, Cottesmore would be deemed inadequate in all areas and placed into Special Measures. The school does not have the capacity to improve.

The academy caters for children of service personnel based on Kendrew Barracks and pupils from the surrounding area. The overwhelming majority of children come from service families (98.4%) and many have experienced multiple transition points during their educational journey. The school population comprises of a resident infantry battalion, currently the 2nd Royal Anglian Regiment and 7th regiment of Royal Logistics Corps. The resident battalion move every three to five years while personnel attached to 7 Regiment Royal Logistics Corps experience a continuous cycle of trickle postings based on a three year programme. The school's mobility for the academic year 2015 was 49%. Currently a significant number of pupils are transitioning through the school linked to the bulk unit move meaning that many will not have completed more than six months between entry and exit points at school.

The vulnerability of the Head teacher is also of significant concern. Although her school is the 'Sponsored Academy' she has been assuming the role of Executive Head teacher in the continued absence of the current post holder.

Without emergency funding and significant intervention Cottesmore Millfield Academy does not have the capability or capacity to drive standards or even maintain the current low levels of performance. Although part of a MAT, the school has worked in relative isolation and has received inadequate support from the current sponsor academy.

### Salient priorities

- The trust has a substantial and growing deficit approaching £600k across the two schools. There is currently no recovery or strategic plan in place to address this.
- An external financial audit and investigation into the mismanagement of resources is currently being undertaken in order to create a sustainable model and structure for the school. The proportion or percentage of the overall deficit assigned to Cottesmore Millfield is currently unclear although it is expected a 50/50 split will be negotiated with the Education and Skills Funding Agency (ESFA) and the other Sponsor. Any recovery plan would need to incorporate a realistic repayment timeline without further damaging the educational impact on the pupils. Timeframes of 3 – 5 years have been intimated. This would mean that the school would have to find an additional £60K (minimum) from its annual budget, alongside making significant efficiency saving and revisions to its current staffing structure.
- The RSC Office has stated that it would prepare a Memorandum of Understanding (MOU) to help mitigate the financial risk from the RLT and its schools. The MOU would state that repayments could only be taken from Cottesmore and not the RLT schools. A Memorandum of Understanding is a formal agreement between two or more parties and although they are not legally binding, they carry a degree of seriousness and mutual respect – it would be politically embarrassing for the Government if this was not adhered to.
- The school building is in a state of relative disrepair. Significant investment is required to replace the roof, lighting and windows throughout the school. This will need to be addressed through an emergency CIF Bid (Condition and Improvement Fund). Costs for these works - circa £1million. The Academy had already been successful during a recent funding round but the grant for the roof were suspended until the Trust's infrastructure could demonstrate financial competence. The bid also included a commitment to pay 10% of the total costs.
- The current staffing structure is inappropriate for the needs of the school. The percentage of staffing costs compared to other schools in the Trust is unsustainable and significantly high. A full staff restructure would need to be undertaken.
- Recruitment and retention of staff is problematic (42% staff mobility in 2016/7).
- From September 2017 Cottesmore has an immature workforce (nearly 50% of staff will be inexperienced – new or recently qualified teachers). Without support, the school has no capacity to coach, mentor and induct early career teachers or develop middle leadership roles.
- The Academy does not have the leadership capacity to rapidly improve the quality of teaching and learning. The Academy must strengthen the leadership of learning to eradicate inadequate teaching. A renewed approach to curriculum planning and assessment is essential.
- There is a continuing trend of inadequate standards across each key stage.
- As part of the MAT the school has routinely used external consultants to drive school improvement and quality assurance. Evaluations lack clarity over precise developmental points and, at times, provide contradictory advice for key priorities. This has proved unhelpful in supporting the school in creating a precise, measurable and accurate school improvement plan. No clear monitoring and evaluation strategy or framework is in place.
- Whole school self-evaluation is inaccurate and over-generous. Quality assurance (monitoring and evaluating) and strategic planning requires rapid improvement.
- Lack of high quality teaching and a restricted curriculum often results in low level, disruptive behaviour. Exclusion rates are the highest in the county 2016 = 7.7%, 2017 = 3.53% The target is to be in line with the national average of 1.1%.

- An Emergency Strategic School Improvement Fund application has been submitted by the RLT. Please refer to Appendix 1. This highlights issues, risks, barriers, monitoring activities and key actions by key personnel that need to be undertaken to bring about sustainable change.

Head teacher	Mrs Rachel Thomas
Number on Roll/ PAN	190 (200 by September 2017)
In year leavers/arrivals	19/39
% FSM	0
Pupil Premium (actual and %)	14 (7%) of roll – current funding for 25 from previous census
Pupil Premium Funding	86,700 (Service Pupil + Pupil Premium)
Service Pupils (actual and %)	187 (96.8%)
% EAL	15% Above average
SEND (ECH Plan) (actual and %)	3 (1.5%) Broadly average
SEND – School Support	19.7% Above average
% Attendance	96.5% Below average
% Un-authorised absences	0.41%
Persistent absences	11 children (4 no longer on roll)
Exclusions (fixed and permanent)	6 (3 children)
Looked After Children	0
Previously Looked After	1
Child Protection Plan	0 (1 case conference – April expected CP plan)
CIN (actual and %)	4
Social Care/Family Intervention	<p><b>11.9%</b> of whole school have social care/family intervention comprising of:</p> <p><b>3.1%</b> (6) Social Care</p> <p><b>3.1%</b> (6) internal Family Support intervention</p> <p><b>5.7%</b> (11) Early Help</p> <p>Of current pupils a further <b>6.7%</b> have had either single assessment or previous TAF/Early Help.</p>
Health and Safety: RIDDOR	0

OFSTED Category		
Date of last inspection	School SELF EVALUATION	RLT EVALUATION
Overall effectiveness	3	4
Effectiveness of L&M	2	4
Quality of T&L	3	4
Personal development, behaviour and welfare	3	3
Outcomes for pupils	3/4	4
EYFS	3	4
SECTION 48 SIAMS	N/A	N/A

## Outcomes for pupils

Good	Outstanding
<ul style="list-style-type: none"> <li>• Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge and understanding, considering their different starting points. Maths</li> <li>• In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.</li> <li>• Pupils read widely and often, with fluency and comprehension appropriate to their age. The vast majority of children in Year 1 achieve the expected standard in the national phonics check.</li> <li>• Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils and those with special educational needs is above average or improving. KS1 Maths</li> <li>• From different starting points, the proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.</li> <li>• Where attainment overall is low, it shows consistent improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.</li> <li>• The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.</li> <li>• Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check.</li> <li>• For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.</li> <li>• From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.</li> <li>• The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.</li> </ul>

### Methodology:

Scrutiny of RAISE on Line.

Scrutiny of the school's own performance data and analysis.

Best-fit judgement: **Inadequate**

### KS1

	School	Rutland	National
Reading	46%	80%	74%
Writing	29%	70%	66%
Maths	33%	78%	73%
RWM	25%	65%	60%

Progress across KS1 is low

### KS2

	School	Rutland	National
Reading	38%	71%	66%
Writing	44%	73%	74%
Maths	50%	68%	70%
RWM	31%	53%	53%

Progress measures:

Reading – 5.9

Writing – 4.2

Maths – 4.6

KS2 progress in reading was significantly below average and in the lowest 10% overall.  
KS2 progress in writing was significantly below average and in the lowest 10% overall.  
KS2 progress in mathematics was significantly below average and in the lowest 10% overall.  
KS2 progress was significantly below average and in the lowest 10% in at least one subject for the groups: girls, boys.

**Areas of strength:**

Year 1 phonics screening test is in line with the national picture

**Areas to be developed:**

Leadership of learning.

Teaching, Learning and Use of Assessment

**Potential challenges/level of risk:**

- Capacity and capability of SLT team
- Immature workforce/ inexperience
- Moderation

**Recommendations and potential support to improve achievement.**

**(Please refer to action plan – Appendix 1).**

Weekly training, coaching and mentoring by NLE or SLE or Leading Practitioners to ensure the SLT can independently and confidently:

Leadership

- Make reliable, valid and quality assured judgments.
- Embed a structured and systematic approach to monitoring and evaluation of standards; including data capture, target setting, appraisal, pupil progress meetings
- Establish a School Improvement Plan based on accurate self-evaluation to include: Key Priorities, Key Performance Indicators, Actions, Monitoring Strategy, Method of Dissemination and Impact Statements.
- Improve the long-term capacity within the school through developing the role of middle leaders.
- Enable the Governors to hold the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff.

Teaching, Learning and Use of Assessment

- Strengthen the quality of teaching and learning to eradicate weak teaching.
- Introduce a new approach to planning and assessment strategy.



## Quality of teaching and learning, curriculum and use of assessment

Good	Outstanding
<ul style="list-style-type: none"> <li>Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.</li> <li>In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Writing.</li> <li>Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.</li> <li>Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.</li> <li>Pupils use feedback well and they know what they need to do to improve.</li> <li>Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum.</li> <li>Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.</li> <li>Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills.</li> <li>Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. Writing.</li> <li>The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</li> <li>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well.</li> <li>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.</li> <li>Teachers check pupils' understanding systematically and effectively in lessons. Teachers provide pupils with incisive feedback. Pupils are eager to know how to improve their learning.</li> <li>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.</li> <li>Teachers have consistently high expectations of all pupils' attitudes to learning.</li> <li>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.</li> <li>Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.</li> </ul>

### Methodology:

Lesson observations, Learning walks, Document scrutiny, Leadership discussions.

### Best-fit judgement:

Inadequate overall – with pockets of improving practice.

### Areas of strength:

Better teaching was observed in Key Stage 1.

Learning environment.

**Areas to be developed:**

Pedagogy: lesson design and teaching sequences; pitch and expectations; modelling; questioning; high quality feedback, shared reading and writing; mastery and depth of learning; behavior management.

**Potential challenges/level of risk:**

- Recruitment, retention and training of staff.
- Induction of staff.
- Quality of teachers and capability support staff.
- Capability of current leadership team to address underperformance and rapidly improve teaching.
- Battalion Change.

**Recommendations and potential support required to move achievement to securely good teaching and learning:**

- Weekly coaching, mentoring and training by SLEs and Lead Practitioners: underpinned by evidence based research.
- SLEs and Lead Practitioners to work alongside the school to co-lead planning workshops, training sessions and induction meetings prior to Sept 2017 to support new staff members. Induction programme to include visits to leading practitioners across the Trust and Strengths Based Coaching activities.
- Planning networks and moderation workshops across the MAT
- The SLT should plan a full programme of CPD (phased implementation in themes) and induction activities for new and existing staff. This should also identify how middle leadership will be further developed through a talent management / succession planning type framework.
- Full suite of training for Teaching Assistants to incorporate visits to other schools in the Trust.
- Undertake a full SEND Review on 8<sup>th</sup> June 2017.
- All staff should be allocated a mentor and coach from colleagues across the Trust. A support package should be created for all teachers based on their teacher profiles and emerging needs in September.

Improving Literacy at KS1 and 2:

<https://educationendowmentfoundation.org.uk/resources/guidance-reports/literacy-ks-two/>

Developing reading comprehension

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/>

Improving the use of assessment and feedback

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback/>

Mastery in maths <https://www.ncetm.org.uk/resources/47230>

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning/>

Mastery in maths – maths hub/leading maths teacher support.

## Personal development, behavior and welfare

Good	Outstanding
<ul style="list-style-type: none"> <li>• Pupils are confident and self-assured. They take pride in their work, their school and their appearance.</li> <li>• Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.</li> <li>• Pupils show respect for others' ideas and views.</li> <li>• In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.</li> <li>• Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.</li> <li>• Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.</li> <li>• Pupils conduct themselves well throughout the day, including at lunchtimes.</li> <li>• The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.</li> <li>• Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.</li> <li>• Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.</li> <li>• Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.</li> <li>• Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.</li> <li>• The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.</li> <li>• Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</li> <li>• Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.</li> <li>• Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance.</li> <li>• Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</li> <li>• For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.</li> <li>• Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</li> <li>• The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.</li> <li>• Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.</li> <li>• Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. (School SEF)</li> <li>• Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</li> </ul>

**Methodology:**

- Lesson observations.
- Staff and SLT discussions.
- Learning walks.
- Behaviour observations.
- Lunchtime.

**School self-evaluation: Requires Improvement.**

RLT agrees with this judgment.

**Areas to be developed:**

- The pupils have weak learning behaviours... independence, collaboration, resilience, resourcefulness, reflection.
- The lack of high quality teaching and restricted curriculum offer results in low level, disruptive behaviour. It is reported that there are regular incidents of serious misbehaviour although these were not evident during our visit.
- Exclusion rates are the highest in the county 2016 = 7.7%, 2017 = 3.53% The target is to be in line with the national average of 1.1%.
- Confusion over 'Core Values' and 'Learning Behaviours' for some pupils.

**Potential challenges/level of risk:**

- Too many initiatives introduced at once.

**Recommendations and potential support required to move achievement to outstanding:**

- Review the curriculum and assessment offer to increase EPIC Learning (Engagement, Progress, Inclusion, Creativity).
- Revised curriculum offer to include:  
Developing learning character and collaboration  
<https://educationendowmentfoundation.org.uk/school-themes/character/>  
Independent Learning <https://educationendowmentfoundation.org.uk/school-themes/developing-independent-learning/>
- Evaluate the impact of the current behaviour management policy.
- Ascertain what pupils think about school, vision and the reward systems.
- Clarify the distinction between Core Values and Learning Behaviours – and consider how they can be taught in a structured and systematic approach.

# Effectiveness of Leadership and Management

Good	Outstanding
<ul style="list-style-type: none"> <li>• Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.</li> <li>• Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.</li> <li>• Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.</li> <li>• Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.</li> <li>• Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or where it is not, it is improving rapidly.</li> <li>• Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.</li> <li>• The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.</li> <li>• Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</li> <li>• Leaders promote equality of opportunity and diversity, resulting in a positive school culture.</li> <li>• Safeguarding is effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</li> <li>• Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</li> <li>• The school's actions have secured substantial improvement in progress for disadvantaged pupils.</li> <li>• Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.</li> <li>• Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</li> <li>• Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.</li> <li>• Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</li> <li>• The broad and balanced curriculum inspires pupils to learn. Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</li> <li>• Leaders, staff and pupils do not tolerate prejudiced behaviour.</li> <li>• Safeguarding is highly effective.</li> </ul>

## Methodology:

- Joint lesson observations with leadership team.
- SEF, SIP, RAISE, FFT scrutiny.
- Leadership discussions. Governor discussions / meeting
- Discussions with RSC Office

## Best-fit judgement:

- Inadequate overall. However, there are many mitigating circumstances for this judgement and many are unrelated to the school itself. Insufficient time has been allocated to monitoring and evaluation; impacting negatively on the quality of teaching and pupil achievements,

**Areas of strength:**

- The Head teacher's knowledge of service pupils and the bespoke needs of the school.
- Passionate and committed team; SLT and Governors.
- A very strong Chair of Governors.
- Governors overall. Further investigation would be required to secure this statement. However, the potential and commitment of the Governors cannot be questioned.
- Office / Business Manager

**Areas to be developed:**

- Enhance the capacity and competence of the leadership team so that it can deliver improving and sustainable outcomes for all pupils.
- The Academy does not have the leadership capacity to rapidly improve the quality of teaching and learning. The Academy must strengthen the leadership of learning to eradicate inadequate teaching.
- A renewed approach to monitoring and evaluating, curriculum planning and assessment is essential. Monitoring and evaluation is not embedded in the culture of school improvement
- Develop middle leadership including EYFS, Assessment, English and Maths.
- The current self-evaluation process is not robust.
- Current SDP does not fully reflect the full needs of the school and is not precise enough. It is not effective in raising standards.

**Potential challenges/level of risk:**

- The vulnerability and capacity of the current Head teacher is a significant risk.
- Inexperienced staff/immature workforce.
- Weak middle leadership.
- Reluctance of leadership to restructure and address the school's deficit. The refined staffing structure presented to the Governors still represent 87% of the schools overall funding and could potentially add to the deficit. This is significantly short of the RLTs metric of 75%.
- Capacity/capability of SLT to improve the quality of teaching and learning.
- SLT holding colleagues accountable for their performance.
- Significant turbulence and change – 90% pupil mobility Battalion change
- 98% of pupils come from service families
- Unresolved substantial and growing deficit (approaching £600k)
- Unsustainable staffing structure moving forward.
- There is no clear assessment strategy in place – curriculum offer is limited.
- No standardised tests are used to benchmark or monitor performance.
- Moderation is weak; the reliability, validity and consistency of teacher assessment judgements are dubious.
- As part of their MAT the school has routinely used external consultants to drive school improvement and quality assurance. These evaluation reports are very supportive, generous and developmental. However, they lack clarity over precise developmental points and, at times, provide contradictory advice for key priorities. This has proved unhelpful in supporting the school in creating a precise, measurable and accurate school improvement plan. No clear monitoring and evaluation strategy or framework is in place to support quality assurance.

**Recommendations and potential support required improve the quality of leadership and management.**

**Improve Leadership capacity and capability by:**

- Intensive coaching and mentoring activities provided by NLE, NSS and Teaching School for Quality Assurance – joint monitoring and evaluating, Action Planning, Review of Appraisal and Capability Procedures, Introduction of new T&L Policy to include a clear and coherent Assessment Strategy and revised curriculum offer, SEND Review, Behaviour Management Review.

**Upskill the SLT so that they can independently and confidently:**

- Improve the quality of teaching and learning so that Teacher Profiles show no inadequate teaching and 50% of lessons are graded as securely good.
- Demonstrate INSET and coaching is having a significant impact on pupil progress.
- Create a monitoring schedule informed by rigorous self-evaluation and strategic planning.
- Make reliable, valid and quality assured judgments about performance – and can identify specific actions for improvement.
- Create a SDP sharply focused on specific actions to address planned and emerging key priorities.
- Undertake a full review of the school's staffing structure and budget to secure the long-term sustainability and viability. The school requires additional business, finance and legal consultancy to support the creation of a financial recovery plan and a sustainable staffing structure to redress the growing deficit.
- Introduce a clear assessment strategy and improved curriculum offer.
- Reduce fixed term exclusions so that they are in line with national averages of 1.1%  
School fixed term exclusion 2015/16 = 7.7%, 2016/7 = 3.53%
- Maintain the current staffing structure to ensure consistency of pedagogy and provision.
- The school states that SEND and welfare is a strength. A SEND audit would need to be undertaken to support this judgement as during lesson observations during our visit, inclusion (particularly the use of TAs) was identified as an area to be addressed.
- Governor training and audit.

		Strengths	Areas to be developed	Potential challenges - Risk	Potential support required
Education	Outcomes	Year 1 phonics screening test is in line with the national picture.	Inadequate standards – achievement and attainment. Leadership of learning. Teaching, Learning and Use of Assessment	Capacity and capability of SLT team. Immature workforce/ inexperience Moderation – understanding of assessment	Weekly NLE SLE Lead Practitioner intensive coaching and mentoring: Leadership and Teaching <ul style="list-style-type: none"> <li>Strengthen the quality of teaching and learning to eradicate weak teaching.</li> <li>Introduce a new approach to planning and assessment strategy.</li> </ul>
	Teaching, learning, curriculum and use of assessment	Inadequate overall – with pockets of better practice.  Better teaching was observed in Key Stage 1.  Learning environment in classes.	Pedagogy: lesson design and teaching sequences; pitch and expectations; modelling; questioning; high quality feedback, shared reading and writing; mastery and depth of learning; behavior management.	Recruitment, retention and training of staff. Induction of staff. Quality of teachers and capability of support staff. Capability of current leadership team to address underperformance and rapidly improve teaching. Battalion Change.	Weekly coaching, mentoring and training by SLEs and Lead Practitioners: underpinned by evidence based research. SLEs and Lead Practitioners to work alongside the school to co-lead planning workshops, training sessions and induction meetings prior to Sept 2017 to support new staff members. Induction programme to include visits to leading practitioners across the Trust and Strengths Based Coaching activities. Planning networks and moderation workshops across the MAT
	Personal development, behaviour and welfare	<b>School self-evaluation: Requires Improvement.</b> RLT agrees with this judgment.	The pupils have weak learning behaviours... independence, collaboration, resilience, resourcefulness, reflection. The lack of high quality teaching and restricted curriculum offer results in low level, disruptive behaviour. It is reported that there are regular incidents of serious misbehaviour although these were not evident during our visit. Exclusion rates are the highest in the county 2016 = 7.7%, 2017 = 3.53% The target is to be in line with the national average of 1.1%.	Too many initiatives introduced at once.	Review the curriculum and assessment offer to increase EPIC Learning (Engagement, Progress, Inclusion, Creativity). Evaluate the impact of the current behaviour management policy. Ascertain what pupils think about school, vision and the reward systems. Clarify the distinction between Core Values and Learning Behaviours – and consider how they can be taught in a structured and systematic approach SEND Audit Safeguarding Audit
	Leadership	The Head teacher's knowledge of service pupils and the bespoke needs of the school. Experience of Battalion change.  The Office Manager could be a real asset to the RLT.	The Academy does not have the leadership capacity or capability to rapidly improve the quality of teaching and learning. The Academy must strengthen the leadership of learning to eradicate inadequate teaching. A renewed approach to monitoring and evaluating, strategic planning, curriculum offer and assessment is essential. Middle leadership – succession planning  Governance – holding the SLT to account.	The vulnerability and capacity of the current Head teacher is a significant risk. Inexperienced staff. Weak middle leadership. Reluctance of leadership to restructure and address the school's deficit. Capacity/capability of SLT to improve the quality of teaching and learning. SLT holding colleagues accountable for their performance. Significant turbulence - Battalion change Over reliance on external providers for quality assurance – upskilling of current SLT is essential.	<b>Improve Leadership and middle leadership capacity and capability by:</b> Intensive coaching and mentoring activities provided by NLE, NSS and Teaching School for Quality Assurance – joint monitoring and evaluating, Action Planning, Review of Appraisal and Capability Procedures, Introduction of new T&L Policy to include a clear and coherent Assessment Strategy and revised curriculum offer, SEND Review, Behaviour Management Review. <b>Upskill the SLT so that they can independently and confidently address the key priorities highlighted in the report.</b>
	Governance	<b>Very experienced and strong Chair of Governors</b>	Governance – align to RLT Scheme of Delegation and Terms of Reference, Committee structures		Governor training: roles and responsibilities Governor skills audit.



<b>HR/ Personnel</b>		Restructuring; redundancy. Recruitment and retention of staff – immature workforce. Grievance.	1 outstanding grievance (Premises Officer) 1 Un-qualified teacher redundancy – July 2017 MOD Funding for Parent Support Worker Maternity	Change to EPM for HR and Pay Restructuring; redundancy Measures under TUPE
<b>Health &amp; Safety Facilities/ Building Works</b>		From 2011 there was an expectation that the school was going to close. There has been minimum investment in the school building since this point. Parts of the school had been closed and other have been neglected over a number of years. This school building is tired and not been previously well maintained. The school building requires significant investment circa £1 million: Roof, Windows, Lighting.  Drains – significant and ongoing problem in the school.  NO KITCHEN. The school will very soon be unable to provide hot lunches for its pupils. The school is in negotiation with catering providers re solution. Cost £25K, school currently has £12k to support this.	CIF Application (Conditions and Improvement)  The school building is in a state of relative disrepair. Significant investment is required to replace the roof, lighting and windows throughout the school. This will need to be addressed through an emergency CIF Bid (Condition and Improvement Fund). Costs for these works - circa £1million. The Academy had already been successful during a recent funding round but the grant for the roof were suspended until the Trust's infrastructure could demonstrate financial competence. The bid also included a commitment to pay 10% of the total costs.	CIF Application. Repair and Maintenance Plan Glazing Survey Tree Survey Possible Drain Survey  Costs: Glazing Survey TBC Tree Survey TBC Possible Drain Survey TBC School remedial works – Pointi restructuring £22K IT Suite: Leased – exposure to School Trim Trail – needs full re Lighting: This will be significant Kitchen £13K
<b>Finance</b>	SIFF Emergency Fund Circa £50 RSC School Improvement Grant £115K	Substantial and growing deficit circa £600K SSIF Application. Redundancies.	5 year recovery plan in addition to restructuring and efficiency savings. ESFA – may stipulate the terms and length of repayment plan.	CFO Recovery Plan Monthly Budget monitoring Staff restructuring SSIF Application.
<b>IT</b>	The IT lease and contract will be included in the CFO Finance Report.			

AREA	GREEN A and B	AMBER C	RED D
SAFEGUARDING	No concerns have been raised regarding pupil behaviour and/ or safety	No concerns have been raised regarding pupil behaviour and/ or safety	Justifiable concerns have been raised regarding pupil behaviour and/ or safety
CAPACITY FOR SUSTAINED IMPROVEMENT	<b>A Capacity to improve themselves or others. B Capacity to improve own school and some capacity to support others. (OFSTED rating Outstanding or Good)</b>	C Sufficient capacity to improve own school – some support required from the Trust. (Possible new leadership team)	D Insufficient capacity to improve own school without Leadership or Executive Support (OFSTED rating Requires Improvement or below).
OFSTED ACTUAL AND PREDICTED	Ofsted good or outstanding with no indication for change of judgement.	The school is at risk of being judged to require improvement. RI but with evidence of rapid improvement.	The school is at risk of being Inadequate.
ACCURATE EVALUATION	Peer/ paired review provides evidence indicates school's self-evaluation is secure and monitoring processes are robust. External moderation indicates assessment processes are rigorous; close correlation with outcomes at the end of each key stage.	Peer/ paired review provides evidence indicates school's self-evaluation is not always accurate and monitoring processes are not always robust. External moderation indicates assessment processes are not consistently rigorous; generally teacher assessment is in line with outcomes at the end of each key stage.	Peer/ paired review provides evidence indicates school's self-evaluation is inaccurate and monitoring processes lack rigour. External moderation indicates assessment processes are inaccurate and do not consistently match outcomes at the end of each key stage.

ACADEMIC PERFORMANCE OUTCOMES	<p>Overall data shows consistent/ improving trend across all areas.</p> <p>Attainment at the end of each key stage is generally above national average; where it is average it represents good progress from starting points.</p> <p>Data indicates all groups of pupils are making expected and exceeding expected progress in reading, writing and mathematics.</p> <p>Pupils in receipt of pupil premium funding make better progress compared with similar pupils nationally; where attainment and progress gaps exist for vulnerable groups there is evidence that they are narrowing at a faster rate than they are nationally.</p>	<p>Overall data trends are consistent; no declining trends.</p> <p>Attainment at the end of each key stage is generally in line with national average; does not represent good progress from starting points.</p> <p>Data indicates some groups of pupils are not making expected progress in reading, writing or mathematics.</p> <p>Pupils in receipt of pupil premium funding do not make as good progress compared with similar pupils nationally; gaps in attainment and progress of vulnerable groups of pupils are wider than seen nationally and show little sign of narrowing.</p>	<p>Overall data trends are inconsistent; evidence of trends declining over time.</p> <p>Attainment at the end of each key stage is generally below national average; does not represent expected progress from starting points.</p> <p>Data indicates most groups of pupils are not making expected progress in reading, writing or mathematics.</p> <p>Pupils in receipt of pupil premium funding do not make sufficient progress compared with similar pupils nationally; gaps in attainment and progress of vulnerable groups of pupils are wider than seen nationally and not narrowing.</p> <p>The school is defined as 'Coasting' or below floor standards.</p>
EXCLUSIONS	Exclusion rates are well below that seen nationally.	Exclusion rates in line with those seen nationally.	Exclusion rates higher than those seen nationally.

Cottesmore Millfield Academy – Score Card      May 2017

## Recommendation to Trustees

Based on the initial due diligence activities undertaken, and the supporting information/evidence presented above, it is my recommendation that the Rutland Learning Trust sponsors Cottesmore Millfield Academy with the following conditions:

- The school constructs a sustainable budget. This will need to take into account staff restructuring costs, redundancy costs, contractual disputes, grievances, leases and emergency building works.
- Negotiation of the school's deficit so that a realistic recovery plan can be created and implemented that will not compromise standards and the education for all pupils in either Cottesmore or RLT schools.
- Full RSC and ESFA agreement to the terms and conditions of the recovery plan.
- A MOU in place to protect the Rutland Learning Trust from all Cottesmore Millfield Academy debts. An understanding that all debts remain with the Academy and will not be a liability of the RLT.
- Successful Emergency Strategic School Improvement Funding (£50K) to support NLE, SLE, Leading Teacher deployment.
- Additional RSC School Improvement Funds £115K – to ensure the level of school improvement support is sustainable in the longer term.
- Successful CIF Bid (Conditions and Improvement Fund) to address outstanding issues with the school building – roof.

Cottesmore Millfield Academy joining the Rutland Learning Trust allows us to address our 'Critical Success Factors' of Growth, Demand and Funding and fulfils the following key strategic aims:

- We are a designated DfE Sponsor with National Support Schools who are committed to supporting underperformance in the area - local solutions for local schools. This decision would raise the profile of the RLT with LA, DfE, RSC and DfE.
- Promote strategic growth of the Trust - establishing closer working relationships and networks with key strategic partners who could favourably support our growth plan.
- Access to additional funding streams to help develop and build Trust infrastructure (Capacity Grant, School Improvement Funds, RSC Funding).
- Protect St Nicholas, Exton and Whissendine from the implications of a potential large Free School built in Cottesmore.
- Provide an opportunity to create a mixed MAT: Church and non-church schools.
- Increase school improvement capacity across the RLT so that all our schools will benefit.
- Promotes a culture of talent management and succession planning. Recruitment and retention of our very best staff is always a challenge for small rural schools.
- Addresses our financial aims of Value for Money, Increased Effectiveness and Sustainability.