

# Inspection of Queen Elizabeth's Academy

Chesterfield Road South, Mansfield, Nottinghamshire NG19 7AP

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Inspection dates: 18 and 19 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Pupils are happy to attend Queen Elizabeth's Academy. Leaders have worked hard to improve this school rapidly. They have established a culture that supports all pupils to learn well. Most pupils show positive attitudes to all aspects of school life. They take pride in their achievements.

Classrooms and corridors are calm. Pupils are polite. They enjoy good relationships with staff. Pupils say that they feel safe in school. They say that bullying does happen, but it is rare, and teachers resolve issues quickly.

Pupils understand the school's Christian values well. They recognise how these values will help them to be successful. Pupils learn about equality and diversity. They say that everybody feels welcome here. Pupils are well prepared for their lives in modern Britain.

Leaders are ambitious for what all pupils can achieve. Pupils with special educational needs and/or disabilities (SEND) enjoy all the same lessons and enrichment opportunities as the other pupils. Leaders encourage disadvantaged pupils and pupils with SEND to take part in all activities.

There is a wide range of sports and clubs. Pupils are proud to be part of the school choir. There is an active student leadership panel that represents the views of pupils.

## **What does the school do well and what does it need to do better?**

Leaders have planned an ambitious curriculum. Pupils in key stage 3 study a wide range of subjects. At key stage 4, pupils choose from a variety of courses offered to support their next steps in education. The sixth form offers a balance of academic and vocational subjects designed to support the aspirations of all students.

Subject leaders have identified the knowledge that they want pupils to learn. In most subjects, leaders continually adapt curriculum plans to meet the needs of all pupils. In some subjects, however, planning is not responsive enough to the needs of pupils. When this is the case, teachers do not always help pupils build on what they already know or address misconceptions. In some other subjects, the planned learning does not prepare pupils well enough for the next stage in their education.

Teachers have strong subject knowledge. They provide pupils with clear explanations. Teachers help pupils recall what they have learned and deepen their understanding. They routinely check what pupils can remember. When pupils need extra support, teachers adapt lessons to help them. In the sixth form, teachers provide detailed feedback on students' work that helps them know how to improve.

Outcomes for pupils in key stage 4 have not been good enough in the past. Leaders have strived to develop a curriculum that supports all pupils to gain the qualifications they need. They are determined that outcomes improve. Pupils are

positive about the progress they are making. They are confident that if they work hard, they will succeed. However, this is not yet supported by published outcomes. In the sixth form, leaders set ambitious targets for pupils. They support them well to help them achieve their aspirations.

Pupils who struggle with reading receive support that helps them to become more confident readers. Teachers read high-quality texts to pupils to encourage a love of reading.

The provision for pupils with SEND is a strength in the school. Teachers know the needs of pupils with SEND very well. Leaders help teachers to plan adaptations so that these pupils have access to all the same learning opportunities as the other pupils. Parents and carers of pupils with SEND are confident that their children get the support they need.

Leaders have very high expectations of pupils' behaviour. Teachers do not tolerate disruption to learning. The vast majority of pupils behave well. Leaders provide support for the small number of pupils who struggle to manage their own behaviour.

Most pupils attend school well. Leaders have measures in place to ensure that pupils who do not attend well improve their attendance. They know that they need to continue to work with parents to make sure that all pupils are in school to learn. The school provides transport for sixth-form students. Attendance in the sixth form is good.

The curriculum supports pupils' wider personal development. Pupils gain the knowledge they need to be ready for their next steps in education and beyond. Careers education is improving. Leaders have plans to develop this further. Students in the sixth form get good careers advice and links with employers and universities.

Staff say they are proud to work in the school. They say that leaders care about their workload and well-being. Leaders receive strong support and challenge from trust leaders, trustees, governors and the diocese.

## **Safeguarding**

The arrangements for safeguarding are effective.

All members of staff know how to identify pupils who may be at risk. When concerns are raised, leaders act decisively to make sure that pupils get timely support. They work well with parents and external agencies when they need to.

Leaders are aware of the risks that pupils face. They use assemblies and relationships and sex education lessons to teach pupils how to keep themselves safe.

Leaders make careful pre-employment checks on all members of staff. Staff receive regular training updates to support their role in safeguarding.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Leaders have planned curriculums that support pupils to build their knowledge over time. In some subjects, they have not considered well enough how that knowledge builds on what pupils have learned in key stage 2. In those subjects, teachers do not always address pupils' misconceptions or help them to develop the skills they need to progress quickly. Leaders need to ensure that the curriculum is responsive to the needs of pupils.
- In some subjects, leaders have carefully considered what qualifications to offer pupils to prepare them for their next steps, and planned curriculums that help pupils achieve them. In some other subjects, this is not yet the case. This means that pupils are not prepared as well as they might be for their next steps in education. Leaders need to ensure that all pupils gain the knowledge and qualifications they need to pursue the future options they aspire to.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144486
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10268170
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	775
<b>Of which, number on roll in the sixth form</b>	9
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Mike Quigley
<b>Principal</b>	Donna Percival
<b>Website</b>	<a href="https://www.queenelizabeths-ac.org.uk/">https://www.queenelizabeths-ac.org.uk/</a>
<b>Dates of previous inspection</b>	18 and 19 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The headteacher was appointed in May 2022.
- The school is part of Diverse Academies Trust.
- The school uses two registered and seven unregistered alternative providers for a small number of pupils.
- The school's sixth-form curriculum is delivered as part of a partnership arrangement with two other local schools, The National Church of England Academy and The Holgate Academy. This partnership is known as Hucknall Sixth Form Centre.
- The school is a voluntary-aided Church of England academy. It is formally linked to the Church of England Diocese of Southwell and Nottingham. The school's most recent section 48 inspection was in February 2023.

- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## **Information about this inspection**

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, the executive principal and other members of the senior leadership team.
- The lead inspector met with the chief executive officer and the chief education officer of the Diverse Academies Trust. Inspectors also met with other leaders from the trust.
- The lead inspector met with a representative from the board of trustees and the chair of the local academy committee.
- The lead inspector met with the Diocese of Southwell and Nottingham education director.
- Inspectors carried out deep dives in English, mathematics, physical education, music, languages and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in other subjects.
- Inspectors met with pupils from a range of year groups, including pupils with SEND.
- An inspector visited the Hucknall Sixth Form Centre to speak to a leader, visit lessons and speak to pupils from Queen Elizabeth's Academy who attend there.
- The lead inspector spoke to leaders, teachers, other members of staff and pupils about safeguarding in the school. The lead inspector also viewed the single central record.
- Inspectors considered responses to Ofsted Parent View and to Ofsted's staff and pupil surveys.

## Inspection team

John Spragg, lead inspector

His Majesty's Inspector

Janis Warren

Ofsted Inspector

Sean Kelly

Ofsted Inspector

Teresa Roche

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