

# Inspection of The Long Eaton School

Thoresby Road, Long Eaton, Nottingham, Nottinghamshire NG10 3NP

---

Inspection dates: 28 and 29 February 2024

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Sixth-form provision

**Good**

Previous inspection grade

Requires improvement

The principal of this school is Mark Shipman. This school is part of Archway Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sian Hampton, and overseen by a board of trustees, chaired by Malcolm Trobe.

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

Many pupils enjoy attending The Long Eaton School. Pupils with special educational needs and/or disabilities (SEND) feel well-supported. Most pupils and staff recognise that the school has improved recently. Pupils said that bullying does happen sometimes. They think that the school deals with bullying incidents better now.

Most pupils behave well in lessons and at unstructured times. Pupils said that behaviour has improved. There are positive relationships between staff and pupils. However, there are still some pupils who regularly disrupt some lessons. Pupils said that some teachers are not always fair when dealing with behaviour issues. Some staff do not always have high expectations of how pupils should behave in lessons.

Students in the sixth form enjoy their learning. They said that their teachers support them well. Pupils feel safe in school. They know they can talk to staff if they have any worries.

The school has ensured that there are many opportunities for pupils to develop their talents and interests. Some pupils enjoy attending sports clubs and art club. However, not many pupils take advantage of these opportunities currently. Pupils in Year 11 appreciate the opportunity to attend revision sessions.

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

The school has developed an ambitious and well-planned curriculum for all subjects. It is clear what topics teachers will cover and when. It is also clear how pupils will build on their knowledge over time and what vocabulary they will learn. The school has set out how staff should deliver the curriculum to support pupils in knowing and remembering more. Staff use the 'retrieve, instruct, practise, and secure' approach to structure learning. This supports pupils in learning the curriculum. Not all staff use this consistently well. For example, teachers do not always check that pupils have understood or remembered what they have learned. Therefore, some pupils have gaps in their knowledge and teachers do not always address these.

Teachers have good subject knowledge. Most teachers explain new information clearly. However, in some lessons, staff do not do this well. As a result, some pupils are not always clear about what they are learning. Some pupils do not achieve as well as they could.

The school has ensured that those needing extra reading support get it. Pupils get support to develop their phonics knowledge, fluency and comprehension. This helps them to access the curriculum. Pupils do not always use correct grammar or punctuation in their written work. Teachers do not always address this. Some pupils repeat these mistakes. As a result, some pupils do not always produce high-quality work.

The school has ensured that teachers get the necessary information to support pupils with SEND. Teachers are beginning to use this information well so that these pupils can access the curriculum. Pupils who attend the resourced provision are well-supported by staff. They access some lessons in school. They follow a bespoke curriculum that is well matched to their needs.

Students in the sixth form benefit from an ambitious curriculum. Teachers have strong subject knowledge. Students say that teachers teach them well and provide them with the support they need. Students value the career advice they get and the opportunity to gain work experience. Most students are well-prepared for their next steps.

The school has a clear behaviour policy to support staff in dealing with behaviour issues. Staff have had training in how to manage behaviour well. Most pupils work well and have positive attitudes to learning. However, staff do not always address poor or off-task behaviour. This means some pupils do not learn as well as they could. The school works well with pupils who need support to improve their attendance. Attendance rates are improving.

The school has planned well for pupils' wider development. Pupils learn about different careers. They know about online safety and healthy eating. Most pupils are developing their understanding of fundamental British values. They understand that they should treat others who are different from them with respect. However, pupils said staff do not always deliver the personal development programme well. As a result, some pupils do not learn about important issues and have gaps in their understanding of British values and equalities.

The trust has worked well with the leaders to continue to improve the school. Much of this work is at an early stage. Therefore, there are still inconsistencies in some areas. Staff said the school is well-led and managed. They feel well-supported. Trustees and the academy advisory board fulfil their duties well.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Teachers do not always check that pupils have understood or remembered what they have learned. Teachers do not always address gaps in learning. As a result, some pupils do not learn as well as they could. The school should ensure that all staff systematically check pupils' understanding so they can address gaps in learning.
- Some staff do not explain new information clearly. As a result, some pupils are not always clear about what they are learning. Pupils do not always understand

the work they need to do. The school should ensure that teachers present new subject matter clearly, so pupils understand what they need to learn.

- Some pupils' writing contains basic punctuation and grammar errors. Teachers do not always correct these. Some pupils' work is not of a high quality. Teachers should ensure that all pupils use accurate punctuation and grammar and produce high-quality work.
- Staff do not always consistently apply the behaviour policy. This means that staff do not always address off-task behaviour. At times, some pupils disrupt learning. The school should ensure that all staff implement the behaviour policy consistently well and that all staff have high expectations of how pupils should behave.
- Some teachers do not always cover important elements of the personal development curriculum. As a result, some pupils do not learn about important issues and have gaps in their understanding of British values and equalities. They are not as well prepared for life in modern Britain as they could be. The school should ensure that all staff deliver the personal development curriculum well so that all pupils are well prepared for life in modern Britain.

## 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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	136716
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10298467
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<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>	1,110
<b>Of which, number on roll in the sixth form</b>	101
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Malcolm Trobe
<b>CEO of the trust</b>	Sian Hampton
<b>Principal</b>	Mark Shipman
<b>Website</b>	<a href="http://www.longeaton.derbyshire.sch.uk">www.longeaton.derbyshire.sch.uk</a>
<b>Dates of previous inspection</b>	14 and 15 September 2021

## Information about this school

- The principal joined the school in January 2023.
- The school has a specially resourced provision for pupils with autism spectrum disorder. At the time of the inspection 12 pupils were attending this provision.
- The school uses four registered and three unregistered alternative providers for a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, the vice principal, the deputy CEO of the trust and other trust leaders.
- Inspectors carried out deep dives in these subjects: mathematics, English, history and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited tutorial sessions and assemblies.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND. Inspectors spoke with pupils at break and lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaire.
- The lead inspector met with the chair of the trust and the chair of the academy advisory board.
- Inspectors observed pupils' behaviour and break and lunchtimes.

## Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Mohamed Patel	Ofsted Inspector
Javier Sanchez-Garcia	Ofsted Inspector
Sue Vasey	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024