

# Cloudside Academy

**Address:** Stanton Road, Sandiacre, Nottingham, Nottinghamshire, NG10 5DE

**Unique reference number (URN):** 144612

## Inspection report: 10 March 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

### ✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

#### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Inclusion

Strong standard ●

Leaders have established a fully inclusive culture throughout the school. They are ambitious for pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face other barriers to learning or wellbeing. Leaders are relentless in their commitment to improving outcomes for these pupils.

Leaders have established highly effective systems to quickly assess pupils when they join the school. Leaders accurately identify and address pupils' barriers to learning. Staff check the impact of their work carefully. They swiftly adjust support as needed to ensure that pupils are successful in their learning.

School and trust leaders ensure that specialist staff have the expertise they need. This maintains a highly effective approach to supporting vulnerable pupils. Advice from external agencies and professionals is very well used to inform practice and ensure that the provision is closely aligned to pupils' needs.

Leaders have high expectations of disadvantaged pupils. They ensure that disadvantaged pupils have high aspirations and that barriers to learning are removed. Effective use of funding supports disadvantaged pupils to have full access to all aspects of school life. A fully inclusive and carefully designed curriculum helps disadvantaged pupils achieve well.

Leaders ensure that staff are well trained to meet the diverse needs of pupils. Staff skilfully support pupils with their learning, wellbeing and behaviour using a wide range of carefully chosen strategies and interventions.

Leaders ensure that alternative provision is used appropriately and is carefully monitored. This means leaders have clear oversight of pupils' welfare, attendance and progress.

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## Expected standard ●

### Achievement

Expected standard ●

Leaders are ambitious for all pupils to achieve well. Their work on developing pupils' core knowledge in reading, writing and mathematics is very effective. As a result, pupils with gaps in learning develop a secure platform in these areas from which to develop further.

Pupils typically progress well through the school's curriculum and achieve well. Outcomes over time at the end of key stage 2 are above national averages in reading and writing, including for disadvantaged pupils. In mathematics, outcomes for disadvantaged pupils and for all pupils are in line with national averages. Leaders understand the need for, and remain committed to driving, improvement in these areas further.

Pupils typically produce high-quality work. Work in books evidences pupils' progress over time. They discuss learning confidently. For example, pupils in Year 5 explain life cycles of

different mammals accurately.

Staff reduce pupils' barriers to learning effectively, including pupils with special educational needs and/or disabilities and disadvantaged pupils. This helps these pupils achieve well.

Pupils are well prepared for their next stage of learning.

## **Attendance and behaviour**

**Expected standard** 

Leaders adopt a tenacious approach to managing attendance. They are ambitious for all pupils to be in school so they can access learning fully. Leaders track and analyse attendance in fine detail. They take informed and decisive actions, while remaining sensitive to individual circumstances. Leaders work closely with families to support pupils to attend. For example, they make effective use of 'soft starts' to help some pupils into school each morning. As a result of leaders' actions, most pupils attend school very well. Leaders remain committed to improving attendance until this is high for all pupils. They have a sharp focus on improving attendance for some pupils who miss significant periods of school.

Leaders have high expectations of behaviour. Staff and pupils have a shared understanding of these. Pupils typically behave well. They benefit from calm and purposeful classroom environments that are conducive to learning. Pupils typically demonstrate positive attitudes to learning. Staff continue to work with some pupils to ensure that they understand how to consistently make positive behaviour choices. Bullying is rare and not tolerated. The school makes carefully considered and appropriate adaptations for pupils who need additional support with their behaviour. These have significantly reduced the risk of exclusion for more vulnerable pupils.

## **Curriculum and teaching**

**Expected standard** 

Since the last inspection, leaders have developed an ambitious and logically ordered curriculum. This has been purposefully designed to meet the needs of pupils. Pupils value the exciting and interesting learning opportunities available to them.

Leaders have prioritised developing pupils' core knowledge in reading, writing and mathematics. They have a sharp focus on closing any gaps pupils have in these areas when they join the school.

Leaders have an accurate understanding of the quality of teaching across the school. Teaching is typically effective. Teachers have secure subject knowledge. They provide pupils with frequent opportunities to revisit learning and apply skills. Where further development of teaching is needed, leaders provide appropriate support and guidance.

Leaders have considered and identified the most suitable teaching approaches to enhance learning. They have ensured that teachers have the knowledge to use these approaches. However, sometimes, teachers do not choose the most effective approach to support pupils to learn as well as they could.

Carefully considered resource choices enhance teaching. For example, teachers use high-quality texts to support their teaching of writing processes.

Teachers make purposeful and effective adaptations for pupils with special educational needs and/or disabilities. These adaptations help these pupils progress through the curriculum. Some pupils benefit from a bespoke curriculum, aligned to their specific needs.

## Leadership and governance

Expected standard 

School and trust leaders have high aspirations for all pupils. Leaders have a deep knowledge and understanding of their school, local community and pupils' needs. They make informed and precise decisions. Leaders' actions ensure that pupils develop academically and socially. Leaders identify the most appropriate actions to further strengthen provision. For example, they continue their drive to support pupils who miss significant amounts of school. They continue to raise attainment further in mathematics. Leaders ensure that pupils who face barriers to their learning and/or wellbeing are well supported to access learning and take part in all aspects of school life. Leaders routinely make decisions in pupils' best interests.

Staff typically feel well supported and valued. They report that leaders are considerate of their workload and wellbeing. They value the additional measures put in place by the trust. Staff especially value the programme of professional learning available to them. Teachers at the earliest stages of their careers say they are well supported through the trust's induction programme.

Parents and carers are generally positive about the education, opportunities and support the school offers to their children. Many parents are supportive of the changes that the school has secured in recent years. However, some parents said they would welcome more timely communication.

Those with responsibility for governance fulfil their responsibilities effectively. The governing body has a detailed knowledge of the school's strengths and priorities. It maintains a clear oversight of standards and actions taken by leaders. Governors provide appropriate support and challenge for leaders. They are mindful of staff's workload and wellbeing. Governors ensure that safeguarding at the school is robust.

## Personal development and wellbeing

Expected standard 

Leaders prioritise the personal development and wellbeing of pupils. The school's 'GROWTH values' of 'greatness, responsibility, optimism, wisdom, tolerance and honesty' are embedded through all aspects of school life. Pupils confidently explain how the school supports them in embodying these values through their behaviours and attitudes.

Pupils benefit from a well-considered personal, social, health and economic education curriculum. This has been carefully designed to support pupils to gain essential life knowledge. For example, pupils learn how to manage money. Pupils are given the opportunity to put this knowledge into practice by applying for different jobs in school. They earn 'Cloudside coins', which they save and can then spend on a range of items and experiences, such as cinema tickets, games or gifts for others.

Pupils demonstrate an understanding of different and healthy relationships. They explain how to keep themselves safe in different situations, including online.

Pupils develop an age-appropriate understanding of how some of the things that make people different are protected in law. They discuss the fundamental British values, for example sharing their understanding of individual liberty and how this relates to personal choices. Pupils recognise where British values align with their school values. Occasionally, pupils conflate the two. Pupils are supported to develop an understanding and respect for different cultures and faiths. For example, they visit different places of worship. Pupils understand how taking part in a 'culture day' at school enables them to celebrate difference.

Pupils benefit from a wide range of enrichment and leadership opportunities. Members of the school council and pupil parliament are proud to represent the views and ideas of their peers. They are empowered to affect change, for example, contributing to a change in playtime activities that helps pupils to engage in imaginative and creative play.

Effective, tailored pastoral support helps meet pupils' and families' different needs. Pupils know how to ask for this support if they need it.

Leaders have ensured that all pupils, including those who face barriers to their learning and/or wellbeing, have full access to all elements of the school's personal development offer.

## **What it's like to be a pupil at this school**

Pupils are proud to be part of Cloudside Academy. They are safe and well cared for at this inclusive school. They feel valued and develop a strong sense of belonging.

Pupils speak highly of their school. They recognise the work of staff to enable pupils to enjoy school and achieve well. One pupil articulated the view of many that teachers do everything they can to help them learn and grow by proudly explaining to inspectors how the school has helped him 'to become the best version' of himself.

Most pupils attend school well. This means they access the full curriculum. Pupils work hard in lessons and take pride in their work. They benefit from effective teaching and a well-designed curriculum that is bespoke to their needs. Pupils demonstrate positive attitudes towards their learning and typically achieve well. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those who face other barriers are skilfully supported to access learning. They achieve well from their starting points.

Pupils appreciate the wide range of opportunities the school provides. These are designed to broaden pupils' horizons and give them opportunities they might otherwise not have, such as taking part in a music festival or leading charity events. Pupils' experiences of new things in school help develop their self-confidence. They are proud of their 'pupil passports'. These serve as a tangible record of their experiences and achievements. Pupils who face barriers to their learning and/or wellbeing access opportunities beyond the curriculum fully.

Pupils develop a growing understanding of the fundamental British values. They recognise that it is wrong to discriminate against others. Pupils show respect for others. For example, when sharing their ideas in class, pupils show genuine interest in what their peers have to

say. They consider and respect views different to their own. Pupils are typically well prepared for life in modern Britain.

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## Next steps

- Leaders should build on existing good practice in teaching. They should further develop and refine teachers' expertise so they consistently make informed and precise pedagogical choices to secure the best outcomes for pupils.
  - Leaders should continue their work to ensure that all pupils understand how to consistently make positive behaviour choices without being reminded of these.
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## About this inspection

This school is part of LEAD Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Diana Owen CBE, and overseen by a board of trustees, chaired by Andy Buck.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, head of school, representatives from the trust (including the deputy CEO and a trustee), a range of teaching and non-teaching staff, and a representative from the alternative provision provider. Inspectors also spoke with parents and a wide range of pupils throughout the school during the inspection.

The inspectors confirmed the following information about the school:

The school makes use of one alternative provision, which is unregistered.

Since the last inspection, the interim head of school has been appointed as substantive head of school.

Executive Headteacher and Head of School: Nicola McIntyre and Jodie Milson

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### Lead inspector:

Damienne Clarke, His Majesty's Inspector

### Team inspectors:

Linda Azemia, Ofsted Inspector

Natalie Hackett, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 March 2026

## School and pupil context

### Total pupils

**263**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**320**

Close to average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**44.11%**

Well above average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

## **Pupils with an education, health and care (EHC) plan**

**3.42%**

Close to average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

## **Pupils with special educational needs (SEN) support**

**23.95%**

Well above average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

## **Location deprivation**

**Below average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

## **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

## **All pupils' performance**

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	68%	61%	Above
<b>2024/25 (revised)</b>	70%	62%	Close to average
<b>2023/24 (final)</b>	71%	61%	Above
<b>2022/23 (final)</b>	63%	60%	Close to average

### **Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	81%	74%	Above
<b>2024/25 (revised)</b>	83%	75%	Above
<b>2023/24 (final)</b>	83%	74%	Above
<b>2022/23 (final)</b>	76%	73%	Close to average

### **Pupils reaching the expected standard in teacher-assessed writing**

The percentage of pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	77%	72%	Close to average
<b>2024/25 (revised)</b>	79%	72%	Above
<b>2023/24 (final)</b>	82%	72%	Above
<b>2022/23 (final)</b>	70%	71%	Close to average

## Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	73%	Close to average
2024/25 (revised)	76%	74%	Close to average
2023/24 (final)	78%	73%	Close to average
2022/23 (final)	80%	73%	Close to average

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	46%	Above
2024/25 (revised)	58%	47%	Close to average
2023/24 (final)	63%	46%	Above
2022/23 (final)	48%	44%	Close to average

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	72%	62%	Above
<b>2024/25 (revised)</b>	69%	63%	Close to average
<b>2023/24 (final)</b>	77%	62%	Above
<b>2022/23 (final)</b>	70%	60%	Close to average

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	68%	59%	Above
<b>2024/25 (revised)</b>	73%	59%	Above
<b>2023/24 (final)</b>	77%	58%	Above
<b>2022/23 (final)</b>	55%	58%	Close to average

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>Latest 3 year average</b>	66%	60%	Close to average
<b>2024/25 (revised)</b>	62%	61%	Close to average
<b>2023/24 (final)</b>	69%	59%	Close to average
<b>2022/23 (final)</b>	67%	59%	Close to average

### **Disadvantaged pupils' performance gap**

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### **Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	56%	68%	-11 pp
<b>2024/25 (revised)</b>	58%	69%	-12 pp
<b>2023/24 (final)</b>	63%	67%	-5 pp
<b>2022/23 (final)</b>	48%	66%	-18 pp

### **Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	72%	80%	-7 pp
<b>2024/25 (revised)</b>	69%	81%	-12 pp
<b>2023/24 (final)</b>	77%	80%	-3 pp
<b>2022/23 (final)</b>	70%	78%	-9 pp

### **Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	68%	78%	-10 pp
<b>2024/25 (revised)</b>	73%	78%	-5 pp
<b>2023/24 (final)</b>	77%	78%	0 pp
<b>2022/23 (final)</b>	55%	77%	-23 pp

### **Disadvantaged pupils reaching the expected standard in mathematics**

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

<b>Year</b>	<b>This school</b>	<b>National non-disadvantaged score</b>	<b>School disadvantage gap</b>
<b>Latest 3 year average</b>	66%	80%	-14 pp
<b>2024/25 (revised)</b>	62%	81%	-19 pp
<b>2023/24 (final)</b>	69%	79%	-11 pp
<b>2022/23 (final)</b>	67%	79%	-13 pp

### **Absence**

#### **Overall absence**

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

<b>Year</b>	<b>This school</b>	<b>National average</b>	<b>Compared with national average</b>
<b>2024/25 (2 term)</b>	3.9%	5.2%	Below
<b>2023/24 (3 term)</b>	4.1%	5.5%	Below
<b>2022/23 (3 term)</b>	4.1%	5.9%	Below

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	9.6%	13.3%	Below
2023/24 (3 term)	11.8%	14.6%	Close to average
2022/23 (3 term)	8.8%	16.2%	Below

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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