

# Sandown Bay Academy

The Fairway, Sandown, Isle of Wight, PO36 9JH

## Inspection dates

16–17 January 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures

- Students' achievement during the academy's first year was not good enough. In particular, they did not make enough progress in English and mathematics.
- Teaching is not good enough to speed up students' progress and make sure they achieve the best GCSE results possible.
- Teachers' absence is hampering students' progress, especially in English.
- Too many lessons are interrupted by poor behaviour.
- Too many students and parents do not have confidence that leaders tackle bullying effectively.
- There are wide gaps in achievement between different groups of students. Girls do better than boys. Students eligible for support from the pupil premium do not do as well as others. These gaps are not closing quickly enough.
- Some students who are disabled or who need extra help do not do as well as they should.
- Subject leaders vary in how effectively they raise achievement and improve teaching.
- The sixth form requires improvement. Achievement varies too widely across different subjects and courses.
- During its first year the academy's leaders did not do enough to secure good achievement and teaching.

### The school has the following strengths

- The interim principal has put the right systems and procedures in place to bring about improvement, but these have not yet resulted in good enough teaching, achievement or behaviour.
- Students who are supported by The Cove, the specialist centre for students with autistic spectrum disorders, are well provided for and make good progress.

## Information about this inspection

- The inspection team observed 42 lessons, 14 jointly with senior staff. They also undertook short visits to classrooms, focusing on the quality of marking, on students' behaviour and safety and on provision for students with special educational needs.
- Inspectors held meetings with staff, students, and representatives of the governing body and of the academy's sponsor. They also held telephone discussions with leaders of off-site, alternative curriculum provision.
- The inspection team scrutinised documentation, including records of the academy's work, its self-evaluation and an externally commissioned report of its effectiveness.
- Inspectors took account of the views of the 159 parents and carers who had responded to the online questionnaire (Parent View) by the end of the inspection, and of other parents who wrote directly to the inspection team. Telephone discussions were held with parents who wished to speak directly to inspectors.
- Inspectors also took account of the views of 81 staff who returned inspection questionnaires.

## Inspection team

Christine Raeside, Lead inspector	Her Majesty's Inspector
Christine Jones	Her Majesty's Inspector
Victor Chaffey	Additional Inspector
Roger Fenwick	Additional Inspector
Trevor Woods	Additional Inspector

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school. Inspectors strongly recommend that the academy should not seek to appoint newly qualified teachers.

### Information about this school

- Sandown Bay Academy is larger than the average secondary school.
- The intake is predominantly White British; around 6% of students come from minority ethnic backgrounds.
- The proportion of students eligible for support from pupil premium funding is above average. This is money provided to schools by the government for students known to be eligible for free school meals, who are looked after by the local authority, or are the children of families in the services.
- Thirty seven students in Years 10 and 11 attend courses at a Workshop Initiative for Support in Education (WISE) or a local government funded provider of motor mechanics tuition.
- The proportion of students who are disabled or have special educational needs supported at school action is below average, as is the proportion with a statement of special educational needs or supported at school action plus.
- The academy has a specially resourced provision, known as 'The Cove', funded by the local authority, for up to 20 students with autistic spectrum disorders.
- The academy opened on 1 September 2011 as part of a re-organisation of primary and secondary education on the Isle of Wight. It is situated in the premises of two of the closed schools, on adjacent sites. A large number of staff transferred to the academy from the closing schools.
- The academy is sponsored by the Academies Enterprise Trust.
- The academy principal left after its first year of operation and was replaced in September 2012 by the current interim principal. Governors expect to appoint a permanent principal in March 2013, for a September 2013 start.
- The sponsors have provided a part- time interim associate principal to cover for absence.
- The academy meets the government's current floor standard, which sets the minimum expectations for attainment and progress.

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

- Eradicate inadequate teaching and increase the amount that is good by ensuring that all teachers:
  - plan tasks to match the full range of abilities in their classes and adapt them, as necessary, during lessons to make sure that all students are challenged
  - manage behaviour well so that students are focused on their learning and no one is able to interrupt or disrupt the lesson
  - give students detailed and regular feedback on their work so that they know how to improve it
  - make sure that all lessons help students improve their written and spoken English.
- Raise achievement, especially in English and mathematics, so that all students make at least

expected progress and gaps in achievement between different groups close, by:

- closely monitoring students' performance to identify underachievement
- rapidly giving support to those students who are in danger of underachieving
- making sure lessons are fully staffed, especially in English, so that students are properly taught and there are no gaps in their learning, especially for those studying for GCSE.

■ Secure the confidence of all students, and of their parents and carers, that the academy will prevent and tackle bullying effectively, by:

- urgently reviewing anti-bullying policies and procedures
- sharing policies with students and taking their views into account so that everyone clearly understands what is required and expected of them.

■ Strengthen the way in which all leaders and governors improve teaching and drive up achievement by:

- checking regularly that teaching is good enough and identifying where improvements are needed
- providing guidance and support to teachers, including the chance to see the best teachers teaching
- checking that teachers follow up advice and instructions given after lesson observations and act on these successfully so that students' achievement improves
- holding teachers in all subjects strongly to account for the quality of their teaching and assessment and how well students achieve.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Students' achievement at the end of the academy's first year was inadequate. GCSE results were significantly below the national average. Too many students did not make the expected progress. These included some students who left primary school with an above-average English or mathematics level but attained grade U in their GCSE.
- Students do better in the sixth form than in the rest of the school. However, this is a mixed picture. AS level results were stronger than A2 results, because students made above-average progress in some subjects.
- Different groups of students make different amounts of progress. In 2012, too few students of middle ability achieved the GCSE grades of which they were capable. Girls do better than boys, although both underachieve overall. The gap in progress made in English between girls and boys is very wide.
- Progress varies too much for disabled students or those with special educational needs. Those supported in The Cove make the best progress; others, at the school action or school action plus stages of support, do not do as well as they should.
- The achievement of students eligible for support from pupil premium funding is inadequate. There was a significant gap in 2012 between the average point scores of this group (101 students) and of other students. Only one third of this group made the expected progress in English, and 40% in mathematics.
- The academy enters some students early for GCSE mathematics, with re-sits for those not attaining target grades. However, almost one third of those who left primary school having reached Level 5 did not achieve better than a C grade at GCSE. The academy plans to continue with the early entry policy, targeted at those students most motivated by it.
- Teachers' assessment of students' progress in the academy's first year was inaccurate. This is now improving but sharper assessment has uncovered continuing underachievement.
- Achievement in lessons is very variable, with inadequate progress observed in a significant proportion during the inspection, including in English and mathematics.
- In some lessons, students make good or outstanding progress. This is the case where expectations and challenge are high, work is adapted to meet the needs of students at different starting points and good teaching promotes independence and enjoyment.

### The quality of teaching

### is inadequate

- Teaching is not good enough to make sure that all students achieve well and have an equal chance of success. There is some that is good or outstanding, but most requires improvement and too much is inadequate.
- Although there is some good teaching in English, students do not do well enough over time. Some Year 11 students are particularly anxious about their chances of getting good GCSE grades because of changes of teacher and missing assessments. Parents understandably share these worries.
- Although progress in mathematics in 2012 was stronger than in English, learning in mathematics lessons is often not good enough because teachers do not manage behaviour well.
- Where lessons require improvement or are inadequate, it is sometimes because teachers give everyone the same work, which is not hard enough for some and too easy for others.
- Teachers do not use assessment information well enough to plan lessons that stretch everyone. An exception to this was a history lesson, where students worked hard and enjoyed the lesson because the teacher checked learning all the way through and changed her approach to take account of how students were doing. As a result, students were able to reflect deeply on the rise

of Nazism.

- Students supported in The Cove make good progress because they are well provided and cared for. Parents of such students wrote to the inspection team to express their appreciation of the good care their children receive.
- Teaching in the sixth form is generally stronger than in the rest of the school. Students made outstanding progress in a Year 13 mathematics lesson because the teacher had high expectations and achieved a good balance between providing guidance and allowing students to think for themselves.
- Marking and assessment are improving because senior leaders are checking books regularly. However, marking varies too much across and within departments. There is some good practice, for example in history.
- Teachers do not do enough to help students improve their basic oral and written literacy skills. Books show evidence of weak spelling and grammar which has not been successfully tackled through marking or during lessons.
- A significant proportion of parents and carers responding to Parent View do not feel that their children are well taught or make good enough progress. Inspectors agree.

### **The behaviour and safety of pupils** are inadequate

- The majority of children feel safe, but there are too many exceptions to this. Some in the lower years feel insecure about being around older students. The majority of parents and carers agree that students are safe but a significant minority expressed concerns.
- Students and parents are worried about bullying and do not feel confident that it will be dealt with effectively. The academy's own monitoring and the findings of an external review in February 2012 also identified bullying as area of concern. Steps are being taken to address this but these have not yet restored the confidence of students or parents sufficiently.
- Around the academy, students are generally respectful to one another and to adults. Their conduct around the site at breaks is orderly and safe and they report that this is an improvement on last year.
- Learning is disrupted too often, and deteriorates in subjects where teachers are absent and students are behaving badly for supply teachers. Responses to inspection questionnaires from students, parents, carers and academy staff all indicated a high level of concern about behaviour.
- New measures to stamp out poor behaviour and to reward good behaviour are a step in the right direction. Exclusions are reducing. However, students report that rewards are unfairly given and that too much attention is taken by disruptive students.
- Serious concerns raised by a parent during the inspection were reported to the academy principal, who took immediate and decisive action. The issues raised are being examined by the appropriate bodies.
- Students' attendance was too low in 2012. It is beginning to improve, although it was adversely affected by widespread illness in the autumn term. Persistent absence is dropping but is still too high. Systems for checking the attendance of students educated off-site are in place but not always used quickly enough.

### **The leadership and management** are inadequate

- In the short time since her appointment, the principal has established clear expectations for rapid improvement. She is firmly committed to high achievement for every student and believes this is achievable quickly.
- Many of the academy's senior and middle leaders share the principal's vision. Under her direction, they have set up new systems and procedures for the academy's rapid improvement. However, changes are recent and have not yet resulted in good enough teaching, behaviour or

achievement.

- Senior leaders who jointly observed lessons with inspectors made rigorous and accurate judgements. However, records of the quality of teaching are not clear. They do not provide an immediate picture of whether teaching is good enough.
- Senior leaders have improved tracking and monitoring systems. They have a clearer picture of where there is underachievement, for example amongst students eligible for pupil premium funding. Leaders are focusing on this group, and funding is now better targeted at addressing their needs, but their achievement is still not improving fast enough.
- The quality of leadership is weakened by absence. The lack of an experienced and permanent head of English is a barrier to improvement, as is staff absence in English. Some students and parents are losing faith in the department.
- Systems for setting targets for teachers are being overhauled and strengthened. The principal has drawn a clear link between teachers' performance and pay rises which, in some cases, have been withheld because targets have not been met.
- Individual teachers are improving their practice as a result of coaching and mentoring, although there are not enough opportunities for teachers to improve by seeing good teachers teach.
- A core of teaching remains persistently weak and unresponsive to strategies for improvement. Not all middle leaders are effective at tackling this, for example by following up lesson observations to make sure that teachers have acted on advice they have been given. Work to improve teaching is too reliant on too few individuals.
- The academy offers a wide range of subject choices to cater for students' needs and interests, but the impact of this cannot yet be seen in good achievement. A whole-school literacy policy is underway but not yet fully in place or improving students' skills. Off-site alternative courses, such as motor mechanics, are helping some students to stay in education and to attend more regularly.
- Students value the wide range of out-of-hours activities, such as the strong sporting programme. They are encouraged to reflect on the experiences of others through 'Torch' lessons. Year 7 students explained, for example, why they believed it was important for farmers in developing countries to receive a fair price for their produce. The development of students' social, moral and cultural understanding is undermined, however, by poor behaviour and fears about bullying.
- The academy meets statutory requirements for safeguarding; training in child protection is in place and is appropriate and recent.
- The sponsor supports the academy through the provision of a regional director who is also a national leader of education. He provides regular and rigorous support to senior leaders in making accurate evaluations of the academy's progress.
- The governance of the academy:
  - The governing body recognised that the academy's first year was unsuccessful and took the necessary steps, with the sponsor, to bolster leadership. Governors were not well enough equipped to analyse and challenge the academy's performance, partly due to inexperience. They have sought appropriate training and implemented plans for rapid improvement. They understand that teaching is still not good enough. They monitor the work of the principal and hold her to account for the academy's rapid improvement. They have supported her in withholding pay rises from individual staff whose practice has not been good enough. They monitor the academy's finances efficiently. They receive reports on how the academy is spending its pupil premium funding but have not yet evaluated the impact of this on students' achievement.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	136751
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	399873

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Academy
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	2005
<b>Of which, number on roll in sixth form</b>	382
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Gansler
<b>Principal</b>	Mrs Shaheen Khan-Jones
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01983 409142
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<b>Email address</b>	contactus@sandownbayacademy.org

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