

# Cleethorpes Academy

Grainsby Avenue, Cleethorpes, Lincolnshire, DN35 9NX

**Inspection dates** 9–10 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- In too many lessons all the students are asked to complete the same work. This means the progress students can make is limited and is a major reason why their progress requires improvement.
- Many questions asked by teachers in lessons do not challenge the students to think about their answers. This limits the progress students make as questions confirm what they already know and do not add to their knowledge.
- Staff expectations are rising but they are not high enough to enable students to make good progress.
- Not all curriculum leaders are monitoring systematically, or effectively enough to ensure students make good progress. Curriculum leaders have not always held staff to account for the progress students make.

### The school has the following strengths

- The Principal and Chief Executive have a very clear vision for the academy and how to improve the quality of education provided.
- The governors support the senior leadership team in making difficult decisions; they also challenge them to ensure the quality of education improves.
- The students respect each other, and the staff. Parents, staff and students agree behaviour is good. Students encourage each other to behave well, look out for each other and feel safe.

## Information about this inspection

- The inspection team observed 34 lessons. Twenty-three of these lesson observations were done jointly with members of the senior leadership team. Lessons were observed in Key Stage 3 and Key Stage 4 with a range of subjects observed.
- Meetings were held with the Principal, the Vice-Principal, the Chief Executive, members of the senior leadership team, curriculum leaders, the Chair and vice-chair of the Governing Body, teaching assistants and teachers with no leadership responsibilities. A telephone conversation was held with the Academy's Improvement Partner. Inspectors met with groups of students and also spoke with them at informal social times.
- Inspectors scrutinised students' work, read documents presented to them, including those relating to governance, students' progress, self-evaluation, improvement planning, the curriculum and safeguarding.
- One response was made to the on-line questionnaire (Parent View); this was too low a number to view. The 10 responses to the staff questionnaire were taken into account by the inspection team. The school's surveys of parental and student views were considered.

## Inspection team

Tanya Harber Stuart, Lead inspector	Her Majesty's Inspector
Helen Lane	Her Majesty's Inspector
Lynne Selkirk	Additional Inspector
Paul Copping	Additional Inspector

## Full report

### Information about this school

- Cleethorpes Academy is a smaller than average 11–16 secondary school. It is part of the Tollbar Multi Academy Trust. The Academy opened in September 2010 replacing a school in special measures.
- The proportion of students supported by the pupil premium (extra funding provided by the government for students who are entitled to free school meals, looked after by the local authority or are children of service families) is higher than the national average.
- The proportion of students supported at school action plus or with a statement of special educational needs is lower than the national average but the proportion of students supported at school action is higher than the national average.
- An alternative curriculum is provided for a very small number of students in collaboration with local authority pupil referral units, CPO media and the Young Person's Support Centre.
- In 2012, the academy met the government's current floor standard, which sets out the minimum expectations for students' attainment and progress.

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

- Improve the quality of teaching so it is at least good by ensuring:
  - marking informs the students what they have done well and what they need to do to improve and students are given the opportunity to act on feedback they receive
  - staff develop consistently the students' literacy and numeracy skills in lessons
  - the work students are asked to do is appropriately challenging given the academic ability of the students
  - lessons are focused on learning not on students completing tasks
  - staff use effective questioning to develop students' knowledge and understanding of the work they are completing.
- Raise levels of attainment and improve progress so all students make at least good progress.
- Improve the effectiveness of leadership and management by:
  - developing the monitoring cycle so all know what is to be monitored, when and by whom
  - curriculum leaders concentrating on improving the quality of teaching in their areas
  - ensuring all leaders and managers hold teachers to account for the progress their students make
  - focusing all actions on ensuring students make at least good progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The proportion of students achieving five A\* to C grades including mathematics and English has risen over the past three years. The proportion of students achieving A\* to C grades in other subjects is increasing but in some subjects it is still low. The progress made by students in mathematics is now broadly in line with the national average, having been below for two years. The progress made by students in English is also broadly in line with the national average. Given their starting points the progress students make requires improvement.
- The progress the students supported by pupil premium make is improving. The gaps between the progress made, and attainment reached, by students funded by the pupil premium and other students are closing but the speed at which they are closing is slow.
- Overall, students supported at school action, school action plus and those students who have a statement of special educational needs, make the same progress as their peers. Some of these students are making better progress in English because of the school's strategy to have smaller classes and more support in these lessons. This strategy has been partly funded by pupil premium money.
- The progress of students educated at alternative provision is in line with their peers and requires improvement. The academy tracks carefully these students with weekly meetings ensuring the school takes action quickly if placements are not appropriate.
- The Year 6 into Year 7 money is used to develop students' literacy levels through buddy reading, one-to-one tuition and small group literacy sessions. In addition, all students in Years 7 and 8 are involved in the Cleethorpes Academy Reading Scheme. These actions are slowly raising the students' literacy skills, in particular their reading levels.

### The quality of teaching

### requires improvement

- The quality of teaching is improving and this has had a direct impact on improving the progress students make. However, the quality of teaching is not good enough to ensure students make good progress.
- Often marking does not inform the students what they have done well and what they need to do to improve. Students are rarely given time to consider the comments staff make about their work and students then continue to make the same mistakes. Although some marking does highlight literacy errors too much does not.
- In too many lessons all students are asked to complete the same work. Some students find the work too easy and some find it too hard. Work often focuses on tasks the students need to complete rather than on what they need to learn.
- In some lessons, such as a Year 10 business studies lesson, teachers ask questions which encourage students to think about their answers and link them to other parts of the lesson. However, too often, teachers ask questions which just confirm what students know rather than developing their understanding of the subject.
- In a few lessons, such as a Year 9 performing arts lesson, students are given the opportunity to take total responsibility for their learning. In this lesson, the teacher, because she knew the ability of the students so well, arranged the groups so all students had a role which challenged them. In their groups they supported each other exceptionally well, making sure each of them participated and was listened to. Excellent questioning, and a focus on understanding and using keywords, all contributed to the students making outstanding progress.
- Teaching assistants, when they are given the opportunity to participate in the development of learning, make a positive contribution to the progress students make. However, teaching assistants are not always able to support students effectively because of the way lessons are planned. This means they are less able to improve the progress students make.
- An audit of numeracy skills across all subjects has been completed. The development of literacy

has been a priority because of the needs of the students. However, literacy and numeracy skills are not developed consistently in all lessons and this is limiting the progress the students make.

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

- More students now attend the academy more regularly and the proportion of students who are persistently absent has decreased considerably over the past three years. This is because of the actions the academy is taking to involve parents and students in improving attendance.
- There is very little bullying. Parents, students and staff all agree the students are safe in the academy. Students said they had someone they could talk to and when, on the very rare occasions that bullying occurs, it is dealt with swiftly and effectively. Students understand the different types of bullying and are aware of the need to keep themselves safe in both the 'real' and 'virtual' worlds.
- The academy has moved away from a policy of excluding students to including them. The inclusion room is run effectively to ensure students are given the opportunity to think about their actions and also to make sure they keep up with their work.
- In lessons, when activities are engaging and motivating, students behave very well. They work well together and keep each other safe. For example, in a Year 8 technology lesson, students were engaged in 'making a box project'. One student, on a rota basis, was designated as safety officer. These students made sure the other students were adhering to health and safety regulations. This meant the students took responsibility for themselves and others.

### **The leadership and management requires improvement**

- Senior leaders, including governors, evaluate accurately the quality of teaching and the impact of teaching on students' progress. The system for managing the performance of teachers is reviewed regularly. It ensures there is a clear link between the progress the students make and the rewards teachers receive. However, some aspects do focus on tasks teachers need to complete rather than the progress students make. This has been acknowledged and a new policy is in the process of being introduced to remove this aspect.
- Bespoke support has been provided to some teachers to improve the quality of teaching and this is having an impact. However, the overall quality of teaching requires improvement.
- Curriculum leaders are doing some monitoring but much of it is not systematic. This means it is not always clear who is doing what monitoring and what the impact of monitoring will be on improving the progress the students make.
- The students' social, moral, spiritual and cultural development is developed through the curriculum, assemblies and tutor time. There is a range of trips to expand the students' knowledge of different cultures and religions. The curriculum is broad and balanced. It is flexible enough to ensure students are treated as individuals with bespoke packages being put together to enable students to follow courses which meet their needs and interests. As a result, there are a very small number of students not in education, employment or training at the end of Year 11.
- The policy on early entry for GCSE examinations has been changed this academic year to ensure students able to achieve the higher grades do so rather than focusing on students achieving a C grade and no higher. The policy is now applied on a student by student basis to ensure progress is made.
- The single central record and recruitment procedures meet statutory requirements.
- **The governance of the school:**
  - The governors are committed to the academy. They are passionate about the students and ensuring the academy provides the best education for them. They are knowledgeable about the strengths and weaknesses of the academy and curriculum areas. They have supported and challenged the senior leaders to improve the quality of education provided. Pupil premium funding is helping to close the gap in attainment with students who are not in receipt of this additional funding.

- Cleethorpes Academy works closely with other schools in the Tollbar Multi Academy Trust. There are opportunities for staff to work across the trust and there are strong links to enable the students to continue their education at TollBar Academy post 16. The Chief Executive provides additional challenge to the senior leadership team and has contributed well to the improving education provided by the academy.

## 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>	136192
<b>Local authority</b>	Not applicable
<b>Inspection number</b>	399783

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

<b>Type of school</b>	Academy sponsor-led
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	791
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Bond
<b>Principal</b>	Martin Brown
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01472 582311
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