

Tendring Enterprise Studio School

Jaywick Lane, Clacton-on-Sea, Essex, CO16 8BE

Inspection dates

18–19 March 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Teaching, though improving, has not been good enough to close the gaps in many students' knowledge and understanding. Consequently, their achievement requires improvement.
- Some teachers give students work to do that is too easy or too difficult, and do not question students closely enough to check their understanding. Teachers do not encourage more-able students to develop their ideas sufficiently.
- Teachers do not check that students have responded to feedback that shows them how to improve their work.
- Behaviour and safety require improvement because attendance is too low. Some students misbehave and then rush their work to catch up, or fail to complete it.
- Leadership and management require improvement as leaders have been tardy in introducing procedures for improving the quality of teaching.
- The sixth form requires improvement. Some students do not make the progress that they should either in their English and mathematics GCSE re-sits or in their vocational courses.

The school has the following strengths

- The Principal and Vice-Principal provide determined leadership. They have created a safe environment which offers a wide range of work experience and enterprise opportunities that are helping prepare students for future employment.
- Students were keen to tell inspectors that their attitudes to learning have been transformed since joining the school because of the commitment of their teachers and the positive relationships that they enjoy.
- Leaders have made sure that students can choose from a wide range of different courses, providing opportunities that would otherwise not be available to them locally.
- The school works effectively to support students who face challenging circumstances, so that they stay in education and improve their levels of achievement.

Information about this inspection

- The inspectors saw teaching in 14 lessons taught by 12 members of staff. They looked at students' work within lessons and separately scrutinised samples of work.
- Inspectors held meetings with leaders and managers, teachers, a representative of the academy sponsor, members of the governing body and a representative of the local authority. They spoke with groups of students formally, around the school and within lessons.
- Inspectors looked at a wide range of documentation provided by the school, including the self-evaluation document, improvement plans, records on the quality of teaching, documentation on students' achievement and school policies. They also scrutinised the school's single central record of recruitment checks on staff.
- Parents and carers of students at studio schools cannot currently respond to the online Parent View questionnaire. However, inspectors took their views into account by reviewing surveys conducted by the school.
- Inspectors considered 17 responses to a staff questionnaire.

Inspection team

Jason Howard, Lead inspector	Her Majesty's Inspector
Rosemarie McCarthy	Additional Inspector

Full report

Information about this school

- Tendring Enterprise Studio School is a much smaller than an average-sized secondary school. It opened and admitted its first students into Years 10 and 12 in September 2012.
- The school is sponsored by the Academies Enterprise Trust. However, although it is an academy, staff, students and parents all refer to it as a 'school', as does this report.
- Many students who join the school have had a significantly disrupted education in the past. Many have not attended school regularly and some have been educated at home.
- The proportion of students supported through the pupil premium, which provides additional funding for children known to be eligible for free school meals, or who are in the care of the local authority, is significantly higher than the national average.
- The proportion of disabled students and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- Post-16 provision is part of a consortium arrangement with Colchester Institute, Clacton Coastal Academy and Clacton County High School.
- All of the students undertake work experience each week. The school works with a wide range of employers and organisations that provide the work experience placements.
- A small number of students attend off-site provision provided by Essex Youth Service and New Approach.
- As the school only admitted its first students in September 2012, it has not yet been evaluated against the government's floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that the progress students make accelerates, including in the sixth form, by ensuring that:
 - all students know the targets they are working towards and respond to feedback on their work that shows them how to improve
 - teachers consistently set work at the right level of difficulty
 - teachers check students' knowledge and understanding more carefully and help more-able students to develop their ideas fully.
- Improve students' behaviour and attitudes to learning in lessons, so that students are keen to complete their work to a good standard and do not disrupt their learning or that of others.
- Work with parents, carers and students to increase their understanding of the impact of low attendance on achievement and to reduce rates of absence.
- Develop the ability of new governors to challenge school leaders robustly by ensuring the training they receive enables them to monitor the work of the school more effectively.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Many students join the school having made very little progress at their previous schools, or having not attended regularly. The school's monitoring data, together with work seen in lessons and in students' books, indicates that although students are making some progress, it is not sufficiently rapid to close their gaps in knowledge and understanding. The proportion of students making more than the expected progress for students of similar ability nationally is below the latest national average.
- Many students continue to make the same mistakes in spelling, punctuation and grammar because they do not respond to teachers' feedback to correct these errors. The school's monitoring data indicates an improvement in students' literacy skills over time. Many students are able to read demanding texts confidently. Additional help has ensured that weak literacy is not a barrier for those who were not able to read and write as well as they should on entry to the school.
- The only examination results available for students in Key Stage 4 are for those who were entered in November 2013 for GCSE English. Three quarters of grades awarded were at C or above. Almost all made at least as much progress as expected nationally.
- More-able students do not always make as much progress as they should because teachers do not routinely ask questions that encourage them to explore or develop their answers and ideas.
- Sixth-form students benefit from a consortium arrangement which allows them to select courses that are a good match for their interests and abilities. Most are doing well towards the completion of their vocational qualifications, but some make too little progress, sometimes because they do not attend regularly enough. The school's monitoring data indicate almost all who plan to re-take their examinations in GCSE English and mathematics are currently working at a higher grade level, but for some this still represents only limited progress.
- Disabled students and those who have special educational needs receive effective support and make good progress in English, mathematics and other subjects. This was reflected by work seen in lessons and in students' books during the inspection.
- There is as yet no published data available on the attainment of students eligible for pupil premium funding as final exams have yet to be taken. This group of students generally make similar progress to their peers as they move through the school.
- Students have a good awareness of the different opportunities for further study and careers that are available to them. The school provides them with good advice, including from independent sources, which is helping individual students to plan for the next stage of learning, or employment, at the end of Year 11 or Year 13. They quickly gain an understanding of what skills and qualifications they will need to pursue their chosen option, and work towards gaining them.
- Students, particularly those in Year 11, are developing a range of entrepreneurial skills that enhance their chances of securing worthwhile employment when they leave. Initiatives such as 'Fresh and Fruity', where students run a fruit and vegetable delivery service in the local community, and the 'Tycoons in Schools' programme, allow students to succeed outside of the classroom. Some of the least confident students develop their numeracy skills through their work and enterprise experience, such as by handling money, making mental calculations, and keeping

accounts.

- Termly reports and daily updates confirm that the small number of students who benefit from alternative provision off-site attend well and are making good progress.

The quality of teaching

requires improvement

- The quality of teaching, including in the sixth form, varies between subjects and sometimes within subjects. The school's monitoring records indicate that, over time, it has been strongest in English, but that there are weaknesses in teaching in other subjects.
- Teachers do not always check how far different students have made progress in their learning. Sometimes this means that a minority are told to move on to the next task before fully understanding or finishing the last. Occasionally, the activities that students complete are too easy or too hard for them.
- Sometimes the feedback students receive on their work does not make clear what it is that they need to do in order to improve it. Students do not always know the level they are working at or the level they should be targeting. When they do receive guidance and advice, many do not respond to it. This means that they continue to make the same mistakes.
- Teachers are beginning to share their effective ideas and techniques with each other, but this has not yet been sufficient to rapidly improve the overall quality of teaching.
- The school's monitoring information indicates recent improvements in teaching are helping students to make better progress. Where teaching is most effective, students respond well to teachers' enthusiasm and strong subject knowledge. Teachers use information about what students already know and can do to plan activities that will challenge them further.
- Some feedback is very effective. In English, for example, students often listen to recorded feedback about particular aspects of their extended writing, work via computer to re-draft sections of it, and then receive further advice from the teacher. Sixth-form students who spoke to inspectors confirmed this had helped them improve quickly.
- There is highly effective teaching in some vocational subjects. The chef in charge of the catering class ensures that the students work professionally, as they would in a commercial kitchen. The students work with pride and prepare food correctly and safely.
- Teachers and other adults who support learning within the classroom ensure that disabled students and those who have special educational needs make good progress, often from low starting points.

The behaviour and safety of pupils

requires improvement

- The behaviour of students requires improvement as some do not have a positive attitude to learning and complete too little work during lessons. Students conduct themselves well around the school site, and generally show respect for their peers and the school environment.
- Students do not always respond to encouragement or instructions from their teachers. Work in some students' exercise books indicates that they often do not complete tasks, or rush through them. This limits the amount of progress they make.

- A small number of students disrupt the learning of others, despite their teachers' efforts to prevent this. The school's records, and the views of students and parents, indicate that persistent disruption of this nature is not common and is declining. Sixth-form students are particularly positive about the impact good behaviour has on their ability to make progress.
- Attendance rates are low, but improving over time because of very careful monitoring and the impact of the work of leaders and managers to reduce absence. A high proportion of students had attendance issues in their previous schools. The school makes sure that the significant number who are absent due to continuing medical problems are sent work to complete at home, and are given feedback when they complete it. The school makes very careful checks to establish where absent students are in order to ensure their safety.
- A large number of students interviewed by inspectors made clear that their attitudes towards learning had improved dramatically since starting at the school. This is because their teachers help them to make progress, and because they understand how the courses they are studying will help them to succeed in the workplace.
- Students think the small size of the school contributes to the quality of relationships they have with each other and the staff. Many described the school as 'like a large family'. They appreciate the fact that staff know them well and understand their individual needs and ambitions.
- Students' personal development is promoted well. They can apply what they learn in their taught lessons to the workplace. Many become enterprising and develop confidence by running small businesses within the local community.
- The school's work to keep students safe and secure is good. Students report that bullying of all kinds, including racist or homophobic bullying, is rare. This is supported by the school's monitoring information. When bullying does occur, it is dealt with exceptionally swiftly and effectively. Students understand how they can stay safe in different circumstances, including when using the internet. Previously high rates of temporary exclusion have fallen considerably.
- Effective systems are in place to monitor and support students who complete work experience, or who spend some of their time being educated off-site. The behaviour and attitudes of these students are good.

The leadership and management

requires improvement

- Leaders have not yet ensured all teaching is good enough to raise standards and rapidly improve progress. Neither have they eliminated all forms of unacceptable behaviour or improved students' attitudes sufficiently, although they are committed to establishing a safe, orderly and stable environment.
- Leaders understand the school's strengths and weaknesses well. They have used this understanding to set appropriate priorities for further development, with a particular focus upon the improvement of teaching. However, some of the ways in which teachers receive training, and work together to share successful techniques, have only been put in place recently. The school's monitoring data indicates that these strategies are helping teachers to improve, but the full impact of this work is not yet evident.
- Subject leaders meet regularly with senior leaders to discuss the progress of students. They have also begun to conduct formal lesson observations alongside senior leaders, are supporting

colleagues to improve where necessary, and are working to improve students' literacy skills within their respective subject areas. These recent developments are starting to contribute to the improvement of teaching, including in the sixth form.

- Leaders and managers have taken effective steps to improve some students' behaviour. Individual students receive support from their teachers, personal coaches and others. The flexible organisation of the subjects means that almost all students are able to study courses that meet their individual needs, abilities and interests, including sixth-form students who can also choose from the different courses run by other local schools in the consortium. This, together with improved teaching, has helped reduced the incidence of disruptive behaviour over the past year.
- Pupil premium funding has been used effectively to ensure that eligible students can take a full part in all of the opportunities available at the school.
- The school has made appropriate arrangements to review the performance of teachers, tackle under-performance, reward those who teach effectively and support others so that they improve.
- Leaders have rapidly and successfully created a distinctive curriculum in the short time since the school opened in September 2012. The opportunities available to students, particularly in terms of enterprise and work-related learning, are beginning to improve the progress, attainment and prospects of many.
- The school works effectively with parents and carers, most of whom are confident that the school is well led and managed. Senior leaders recognise the need to do more to help parents understand the importance of good levels of attendance.
- The school effectively promotes students' spiritual, moral, social and cultural development. Projects on crime and punishment, and debates about the moral obligations of businesses, help students to explore complex moral and social issues. Students develop their social skills through the many business enterprise activities they undertake, and via charity work and voluntary activities within the local area, including through their involvement with the Jaywick Community Forum.
- The Academies Enterprise Trust provides on-going financial management and administrative support to the school. It has assisted the school effectively in a number of areas, including school improvement planning, training for governors, advice from English and mathematics, and other subject specialists, and help in establishing enterprise-related activities. The local authority supports the school's work to improve attendance, standards of literacy, and to ensure that students are safe.
- **The governance of the school:**
 - Several governors were appointed very recently, following an internal review of governance arrangements and a determined and successful effort to fill vacancies on the governing body. Governors have arranged appropriate training so that they can become fully effective in their roles. They understand the school's key strengths and weaknesses, and have a growing understanding of different aspects of the school's work, based on information provided by senior leaders and supplemented by recent visits. This includes the quality of teaching and what the school's monitoring data show about the progress of different groups of students. Although newly-appointed governors have started to challenge leaders and managers robustly, this is not yet always based upon detailed checks on the school's work. The governing body has ensured that arrangements for safeguarding students meet current requirements.

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

Unique reference number	138255
Local authority	Essex
Inspection number	425168

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

Type of school	Secondary
School category	Academy studio school
Age range of pupils	14–19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	191
Of which, number on roll in sixth form	51
Appropriate authority	The governing body
Chair	Poobie Naidoo
Principal	Ian Pearson
Date of previous school inspection	Not previously inspected
Telephone number	01255 687103
Fax number	01255 424329
Email address	contactus@tendringenterprisestudioschool.org

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