

# The Academy, Selsey

School Lane, Selsey, West Sussex, PO20 9EH

## Inspection dates

3–4 July 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	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		Requires improvement	3
Leadership and management		Good	2

## Summary of key findings for parents and pupils

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

- Students' achievement is too variable between subjects and between groups of students.
- Students known to be eligible for the pupil premium and disabled students and those with special educational needs make less progress than their peers especially in mathematics.
- The quality of teaching is not consistently good. Teachers do not always plan activities at the right level of difficulty for their students.
- Teachers do not systematically and consistently check students' understanding during lessons. This means that students do not make the progress they are always capable of.
- Students' attitudes to learning vary from lesson to lesson depending on the quality of teaching. Overall they are not high enough.
- There is low-level disruptive behaviour and a lack of engagement in some lessons. This slows learning.

### The school has the following strengths

- The drive of the headteacher and her senior leadership team has successfully raised expectations of students' achievement. Teaching has improved in the academy as a result.
- The proportion of students achieving five or more GCSEs at grades A\* to C including English and mathematics has increased from 41% in 2012 to 51% in 2013.
- Relationships between staff and students are good. Students report accurately that they receive additional support if they fall behind with their work.
- Students feel safe and report that behaviour has improved around the school in the past 18 months.
- Governors are effective and show a very good understanding of the school's strengths and weaknesses.

## Information about this inspection

- Inspectors observed 22 lessons, seven of which were jointly observed with a member of the senior leadership team. Inspectors made a number of shorter visits to other lessons. Inspectors observed an assembly and tutor periods.
- Inspectors held meetings with several groups of students, members of the senior leadership team, and leaders in charge of subjects and other aspects of the school's work. The lead inspector met with the Chair of the Governing Body and held a conversation with two representatives of the academy's sponsor, The Kemnal Academies Trust (TKAT).
- Inspectors discussed lessons they had seen with teaching staff. They examined a range of documents including the school's self-evaluation, its plan for improvement, and students' progress information.
- Inspectors evaluated the school's own information on exclusions, attendance and behaviour. They also considered evidence of how effectively it spends the pupil premium.
- Inspectors looked at a range of students' work in lessons.
- Inspectors took into account 24 responses to Ofsted's online Parent View questionnaire and one letter from a parent.
- The inspection team considered questionnaires completed by 32 members of staff.

## Inspection team

Jackie Jones, Lead inspector	Additional Inspector
Victor Chaffey	Additional Inspector
David Howley	Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- The Academy, Selsey is an 11 to 16 academy. It is smaller than the average-sized secondary school, with 523 students on roll.
- Most students are from White British backgrounds and the proportion of students who speak English as an additional language is much below the national average.
- The proportion of students known to be eligible for the pupil premium is just below the national average. This additional funding is provided for students who are known to be eligible for free school meals or in local authority care.
- The proportion of disabled students and those with special educational needs supported through school action, school action plus or with a statement of special educational needs is above the national average. The most common needs relate to behavioural, emotional and social needs.
- Twenty eight students are eligible for Year 7 catch-up funding. This funding is for students who did not achieve Level 4 (the nationally expected level) in English or mathematics at the end of Key Stage 2.
- Two students attend alternative provision to support their medical or behavioural needs. This is provided by the West Sussex Alternative Provision College.
- The academy is part of The Kennal Academies Trust (TKAT) and has received support from the director of education and the regional director of TKAT.
- The academy meets the government's current floor standards, which set the minimum expectation for students' attainment and progress. The headteacher was appointed in October 2013.

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

- Improve teaching so that it is consistently good or better, in order to raise students' achievement by:
  - ensuring that the features of good teaching present in the school are used as a model to improve the quality of teaching
  - making sure that teachers are setting students challenging targets for improvement through regular, detailed feedback on their work
  - expecting students to consistently act upon feedback given to improve or correct their work or presentation
  - ensuring that all groups of students make at least consistently good progress in all subjects by making sure that work is always set at the right level.
- Improve students' behaviour in lessons by:
  - challenging their occasional off-task behaviour
  - expecting students to take pride in the presentation and content of their work.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Students join the academy with attainment that is significantly below the national average. Since 2012, when the academy had its first set of results, there has been a significant improvement in students' attainment. In 2013 the proportion of students gaining five or more GCSE grades at A\* to C was close to the national average. The academy's provisional data for 2014 indicate that there will be a further increase. This is closely linked to the quality of teaching, which is improving.
- The inconsistent progress in mathematics is due to the necessary deployment of the numeracy coordinator into lessons as the result of staffing changes. The academy has strategies to address the progress in mathematics for the coming academic year.
- The progress students make in English and languages is now at the national average. This is not yet the case in mathematics, science or humanities.
- Academy leaders have taken strong actions to raise standards and these are showing effect. In 2012 progress in English was below the national average, but by improving teaching and working with external support, progress is now in line with the national expectations.
- The academy's projections show that progress in all subjects and all years is improving. The academy has strategies in place to tackle this area of weakness.
- The academy's tracking system ensures that staff focus on the progress of all students. This is contributing to the rapid improvement of all groups of students. Students are now making more rapid progress in Key Stage 3, especially in their literacy, and this is leading to higher attainment in Year 11.
- The academy monitors carefully the progress of disabled students and those with special educational needs. As a result they are making good progress in English, but it is not yet good in mathematics.
- The progress of students who are eligible for additional funding through the pupil premium is improving across year groups in English, so that the gap has closed for the current Year 11 cohort. In mathematics, the gap is less than a quarter of a grade.
- Students entitled to this additional funding are achieving as well as their peers in Years 7, 8, 9 and 10 in English and mathematics. Additional funding for students in Year 7 who need to catch up with their peers in English and mathematics is spent well. There is a variety of interventions for English such as small group tuition and in-class support in mathematics. As a result these students have made good progress in English, but their progress in mathematics is less consistent.
- In November 2012 some students were entered early for some GCSE examinations, but this has now been discontinued.
- The progress of the very few students who attend alternative provision is closely monitored by the academy, through regular contact with the virtual academy staff. They are making progress in line with other students in the academy.

### The quality of teaching

### requires improvement

- Teaching requires improvement. It is not consistently good enough across the academy to ensure that all students make the best possible progress from their starting points.
- Academy leaders have increased the focus on improving the quality of teaching and have focused on questioning, assessment of students' learning during lessons and setting work at the right level. However, these strategies are not consistently applied by all teachers. The progress of students is slower where teachers are not implementing these strategies.
- Too often teachers do not plan activities that are at the right level of difficulty for their students. Students are not moved on to harder work quickly enough to ensure they are challenged and make good progress. Questioning does not always probe and extend students' understanding.

As a result, students are not engaged, leading to poorer behaviour, and are not encouraged to set challenging targets, so that their progress is reduced.

- Where teaching is good over time, teachers provide a variety of engaging activities for their students and ensure that no time is wasted. They check students' understanding frequently and use questioning skilfully to make sure that students make good progress. For example, in a Year 7 textiles lesson students were making soft toys. They were asked to assess both the best and poorest product from previously made toys and challenged to explain the reasons for their choices by the teacher.
- The academy's marking policy is not consistently applied across all subjects or teachers. Students also were not regularly expected to act upon the advice given to them by staff or make corrections to their work.
- The academy has introduced a policy to promote literacy skills. This is improving the standard of writing, but teachers still need to provide greater guidance to students on how to improve their work.
- In addition students' reading is being improved through a very effective intervention programme. This has been successful and students' reading ages have improved, which in turn has led to better achievement.
- Teaching assistants support students through small group interventions. These are successful in enabling students to make progress especially in literacy.
- The academy is using several strategies to share good practice in teaching including that provided by TKAT. This needs to be further developed so that the quality of teaching continues to improve.

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

### **requires improvement**

- The behaviour of students requires improvement.
- Teachers do not all show that they expect consistently high standards of behaviour from students in lessons. Because of this, students sometimes call out and mess around, so do not hear teachers' instructions. Students report that low-level disruption is not consistently managed by teachers. As a result, learning and progress are not good in these lessons.
- However, students felt that overall behaviour had improved since the start of the academic year.
- Students do not always have the right equipment in lessons and this slows their learning. Their work books are sometimes messy and do not demonstrate a pride in their work.
- Students conduct themselves well around the academy. They move sensibly around the site between lessons, but not always with a sense of urgency to get to lessons.
- Students are polite to visitors holding doors open and being willing to engage in conversation. During the inspection a group of primary pupils were attending science workshops which were organised by Year 8 students. The older students were working in a mature and friendly way with the younger pupils.
- Students generally wear their uniform well. Staff regularly check and correct students who are not meeting the academy's high standards.
- There is little litter around the site, no evidence of graffiti and the many wall displays are respected.
- The academy's work to keep students safe and secure is good.
- Students feel safe in the school and the curriculum supports them well in learning how to stay safe. They have a very clear understanding of e-safety.
- The rate of fixed-term exclusions rose initially at the start of the academic year as part of a deliberate drive to improve students' behaviour, but has now fallen rapidly so that it is at the national average.
- Students report that incidents of bullying, including racist or other forms of prejudiced-based bullying, are dealt with swiftly by the academy staff.
- The academy has put a range of effective strategies in place to improve students' attendance,

and this has resulted in significant improvements so that attendance is now at the national levels.

- The majority of respondents to Parent View and the academy's own survey say that their children are happy at the academy and that they feel safe. The respondents to the staff survey were of the same opinions.

## **The leadership and management are good**

- The strong leadership of the headteacher and her senior team has ensured that standards have risen through the work to improve teaching. They have been less successful in ensuring that all teachers challenge all students about their progress and behaviour in lessons.
- The headteacher has strong support from her staff and students recognise the improvements made since the last inspection.
- Middle leaders are developing their leadership roles and are being held to account for the progress of their students by senior leaders. They currently rely on senior leaders for direction in monitoring the work of their departments although the academy has secure plans to give them greater autonomy in the coming academic year.
- The management of teaching and its impact on learning is effective. The school's judgements on the quality of teaching are precise. This is because senior, and increasingly middle, leaders rigorously and regularly carry out monitoring procedures.
- The provision of training for all staff is effective. The academy benefits from the development programmes run by TKAT at all levels. This includes the opportunity to learn from staff in the trust.
- The curriculum is broad and balanced. It is responsive to the needs of students and is regularly reviewed and revised. The academy now offers fewer BTEC qualifications and has replaced them with GCSE examinations to increase the academic rigour of the curriculum. As a result the proportion of students who leave without being in education or employment is well below the national average.
- The academy has developed a wide range of extra-curricular activities to expand students' horizons. These include a widening participation programme with the University of Chichester, a day visit to Oxford University and students qualifying for summer school at the University of Cambridge.
- There are a wide range of extra-curricular activities including a week's visit to France, participation in the Create and Cook competition, robot challenge as well as an impressive display of students' art in the school's gymnasium.
- Academy leaders review and evaluate the academy's performance effectively. The academy's action plan is appropriate and clearly sets the direction for continued improvement. It is regularly reviewed and progress monitored against clear targets and milestones.
- Performance management is well organised and relates fully to the national 'Teachers' Standards'. Salary progression only occurs when staff achieve targets linked to students' performance.
- The leadership of the academy ensures that any form of discrimination is not tolerated. The school very effectively uses additional funding to support all students' participation in activities provided by the school. Participation of the more vulnerable groups is carefully monitored by the academy.
- The academy is committed to ensuring the equality of opportunity for all its students and monitors the progress of all students carefully through weekly meetings of the academy's leadership. Where teachers spot that students are at risk of not meeting their targets, additional support is provided through the mentoring programme.
- Students' spiritual, moral, social and cultural development is promoted consistently well and enriches the students' curriculum. As a result students develop a good understanding of the cultures of other groups in society. Students are increasingly given meaningful leadership roles and have led in the development of the outdoor seating area and lunchtime sporting activities.

- The academy is working with parents through consultation evenings and involvement in pastoral matters where appropriate. The headteacher is committed to increasing dialogue with parents.
- The governance of the academy:
  - The governing body gives very strong leadership to the academy. It makes sure that all safeguarding and child protection policies are met and that all appropriate policies are in place. It has a very good understanding of the academy's strengths and aspects of continued development.
  - Governors manage the academy's finances well, including the pupil premium and Year 7 catch-up funding. They check that this funding is spent wisely and contributes to individual students' success. They speak confidently about the quality of teaching and how this has led to students' outstanding achievement.
  - Governors are ambitious for the academy, and recognise the impact TKAT has had on staff development. They show a detailed understanding of students' achievement and are fully aware of the relatively weaker performance of some subjects. Governors are fully involved in the performance management arrangements of all staff. They know what the academy is doing to reward good performance and how it tackles the rare cases of underperformance.

## What inspection judgements mean

Academy		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding academy 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 academy 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 academy that requires improvement is not yet a good academy, but it is not inadequate. This academy will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A academy that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This academy will receive regular monitoring by Ofsted inspectors.</p> <p>A academy that requires special measures is one where the academy is failing to give its pupils an acceptable standard of education and the academy's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the academy. This academy will receive regular monitoring by Ofsted inspectors.</p>



## Academy details

<b>Unique reference number</b>	137096
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	441925

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

<b>Type of academy</b>	Secondary
<b>Academy category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the academy roll</b>	523
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Evans
<b>Headteacher</b>	Ann-Marie Latham
<b>Date of previous academy inspection</b>	30–31 January 2013
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