

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct Telephone: 0121 679 9169
Direct Email: mathew.mitchell@serco.com



12 November 2014

Mr Andrew Salter
Principal
Felixstowe Academy
High Street
Felixstowe
Suffolk
IP11 9QR

Dear Mr Salter

No formal designation monitoring inspection of Felixstowe Academy

Following my visit to your academy on 11 November 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss behaviour at the school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about behaviour at the academy.

Evidence

Inspectors considered evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence
- discussions with governors, school leaders and staff.

Having evaluated all the evidence I am of the opinion that at this time:

Leaders and managers have taken effective action to improve behaviour and secure consistently positive attitudes to learning.

Context

Felixstowe Academy is a larger than average-sized secondary school. The number of students eligible for the pupil premium (extra government funding to support particular groups of students) is average. The proportion of disabled students and those who have special educational needs is above that found nationally. The proportions of students from minority ethnic backgrounds and those who speak English as an additional language are well below the national figures. The proportion of students who join or leave the academy other than at usual transfer times is below the national average. In April 2014, the academy moved to a new purpose-built site having previously operated from the two sites of the academy's predecessor schools.

Behaviour and safety of pupils

Most students behave well around the academy and move around the site in a calm and orderly manner. They are proud of their new school buildings and look after them well. The move to a single site has helped efforts to improve punctuality and students usually arrive promptly to lessons. Almost all students are respectful towards teachers and each other, both within lessons and during the break and lunch periods. The expectations of academy leaders about the appearance and behaviour of students are communicated very clearly to students and staff alike and, as a result, most students wear their uniforms smartly and behave well. Expectations about jewellery are not, however, enforced as consistently as other areas of the uniform policy as, for example, some students wear more earrings than the academy policy allows.

Students say that they feel safe on the academy site during break and lunchtime, and that the use of racist or homophobic language is rare. On those occasions where examples of bullying or threatening behaviour have occurred, the academy has responded robustly and appropriately and where necessary, communicated effectively with other agencies. The academy uses an isolation room to help improve the behaviour of students who need to be temporarily removed from mainstream lessons. These students are well supported by staff and care is taken to ensure their swift and smooth reintegration into normal lessons.

The academy acknowledges that last year levels of absence and persistent absence remained too high. As a result academy leaders have reviewed and strengthened systems for monitoring absence and promoting regular attendance. Attendance is rising as a result.

Some teachers still do not apply the academy's policies consistently within lessons and consequently a minority of students sometimes hinder the learning of others because they get away with low-level disruption in the classroom. Academy leaders have prioritised improving students' attitudes to learning in this year's development plan. These priorities are clearly displayed in classrooms and corridors throughout the academy. Strategies to promote more constructive student attitudes are starting

to have an impact. In Key Stage 4 lessons, for example, students are becoming more proactive in researching the subjects they are covering with their teachers because they can use the tablet computers provided for each of them by the school. In Key Stage 3 lessons, however, some students do not routinely show the concentration necessary when completing their work.

Students say that behaviour in classes has improved since the last inspection, particularly since the move to the new site. Responses to the online Parent View questionnaire show that parents also believe that behaviour has improved.

Priorities for further improvement

- Ensure that all staff apply the academy's behaviour and uniform policies consistently.
- Monitor absence rigorously and intervene quickly when necessary to ensure good attendance.
- Foster constructive attitudes to learning throughout all key stages.

I am copying this letter to the Director of Children's Services, to the Secretary of State for Education, the Chair of the Governing Body and the Academies Advisers Unit at the Department for Education. This letter will be published on the Ofsted website.

Yours sincerely

Paul Lawrence

Associate Inspector

cc. Chair of the Governing Body