

# Tendring Technology College

Rochford Way, Frinton-on-Sea CO13 0AZ

**Inspection dates** 2–3 March 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- The college's core values of respect, honesty and responsibility, the 'TTC3', are strongly in evidence in all areas. Pupils enjoy their time in the college and make very good progress because they model and promote these high expectations.
- The executive principal leads the college highly effectively. She delivers a clear, compelling vision of excellent provision for all pupils.
- Pupils make good progress as a result of effective teaching that meets their needs well. Teachers communicate their strong subject knowledge well through regular assessment, and develop good relationships with pupils.
- Disadvantaged pupils and those who have special educational needs or disability make similarly good progress because they are effectively taught and receive good additional support where needed.
- Behaviour around the college and in lessons is outstanding. Pupils understand what is expected of them and disruption to learning is very rare. Leaders and governors ensure that pupils are safe and well cared for, and feel that their views are listened to.
- The curriculum delivers a broad range of subjects and experiences. A strong academic core of subjects is complemented by excellent artistic, technical, physical and cultural provision. As a result, pupils are well prepared for their next stages and for life in modern Britain.
- The popular sixth form provides an excellent range of courses through which learners secure good outcomes. Leaders ensure that the sixth form is a harmonious learning environment, and that learners receive good teaching.

### It is not yet an outstanding school because

- Despite the good outcomes and effective provision in place for pupils who have special educational needs or disability, leaders do not always communicate with parents and teachers as clearly or as regularly as they should about the provision for these pupils' needs.
- While bullying is not a common occurrence, leaders, including governors, are not robust in their monitoring and recording of it. They do not always communicate effectively enough with parents when such incidents occur.
- Some teaching does not sufficiently challenge and inspire the most-able pupils to secure the very best outcomes.

## Full report

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

- Ensure that provision for pupils who have special educational needs or disability is more systematically matched to need, and the identified strategies and each pupil's progress are more clearly and regularly communicated to their parents and teachers.
- Ensure that leaders sharpen their work to prevent the rare incidents of bullying by:
  - monitoring the frequency of bullying over time more closely against clear targets for continued improvement
  - working more closely with parents to communicate and provide confidence in the college's actions and work to address such incidents when they occur.
- Ensure that all teaching leads to pupils making rapid progress by:
  - challenging and questioning pupils to develop their ability to think for themselves and engage in independent inquiry
  - structuring activities and tasks that excite and inspire pupils through challenging problems.

## Inspection judgements

### Effectiveness of leadership and management is good

- The executive principal leads the college with great energy and communicates a clear vision that is widely understood and appreciated by parents, staff and pupils. She demonstrates high expectations of her staff, and has successfully delivered highly effective provision for pupils and families in the area over a number of years.
- Leaders at all levels are held closely to account for their areas of responsibility. They are well supported by strong professional networks and training opportunities through the trust, the teaching school alliance and other relationships with schools and agencies. Many of the college's leaders provide support to other leaders and teachers in the area. As a result, they have great expertise and are enthusiastic and ambitious for their pupils and teams.
- Leaders use assessment and performance information in a highly strategic and often innovative way to ensure that pupils make good progress and to target additional support where it is needed most. For example, leaders share and analyse detailed information online about the progress being made by each pupil in Year 11 to ensure that the support they receive in each area is well targeted.
- Performance management systems are robust and closely linked to the college's development plans. The process challenges teachers effectively while also identifying appropriate opportunities for professional development. Increases in pay depend upon securing good outcomes for pupils. A very wide range of training courses and development opportunities are undertaken by staff, helping to create a culture of continuous improvement and attracting new teachers to the college.
- Middle leaders in the college are highly effective because they have an excellent understanding of the quality of provision in their areas. They work collaboratively to regularly review the quality of teaching, gather a range of information to check the progress being made by different groups of pupils, and direct effective support where it is needed most.
- Leaders monitor behaviour and attendance effectively. They gather accurate information using well-designed systems that inform targeted actions and support. However, they are not always drawing this information together to evaluate the impact of their work. As a result, they do not always have a clear enough understanding of the frequency of incidents, such as the different types of bullying.
- The support provided to disadvantaged pupils who are eligible for additional pupil premium funding is systematic and effective. Outcomes for these pupils are good because their needs are being closely tracked and leaders use associated funding, resources and strategies effectively.
- Pupils in Year 7 who receive additional funding to catch up to the expected standards of achievement receive strong additional support through a range of effective measures. The college measures the impact of the additional support offered carefully and, as a result, the targeted pupils are making good progress towards reaching those expected levels.
- Pupils who have special educational needs or disability receive effective teaching and make good progress because leaders monitor them closely and allocate appropriate support where it is most needed. Teaching assistants are deployed effectively and the curriculum adjusted where appropriate to meet individual needs. However, the leadership of this area is not always as effective as it should be in communicating the needs of pupils systematically enough to teachers or in providing parents with enough involvement and information. This has already been identified as an area for improvement and appropriate actions are underway.
- The college curriculum ensures that pupils gain a strong academic foundation while also having numerous opportunities to develop their artistic, technical and physical skills. A wide programme of additional clubs and visits enriches the pupils' experiences and the college tracks participation in these closely. For example, all pupils with high learning potential are encouraged to undertake personal research projects that lead to accreditation.
- Leaders have carefully identified opportunities for developing pupils' spiritual, moral, social and cultural knowledge and understanding across the curriculum. Often these aspects are explored through personal, social and health education lessons. For example, inspectors observed Year 9 pupils very maturely discussing and reflecting upon the ethics of child slavery. Effective religious education lessons, good links with international partner schools and other initiatives, such as residential visits to a school in east London, help to expose pupils to a wider range of cultures and traditions.

- The sponsoring trust provides a range of support to leaders and helps to ensure that policies reflect the latest guidance. For example, planned improvements to the leadership of provision for pupils who have special educational needs or disability are informed by a trust-led review and action plan.
- **The governance of the school**
  - Governors understand the college’s strengths and areas for improvement, and monitor the progress being made by pupils closely. They are a regular presence around the college and receive good information in the form of detailed reports from leaders about the quality of teaching and outcomes for pupils. The minutes of meetings demonstrate that they challenge leaders to provide more detail or more evidence of the impact of initiatives when required.
  - Governors shape a clear strategic direction for the college with leaders, and monitor the quality of teaching and pupils’ outcomes against clear targets. However, they do not monitor some aspects of behaviour and pupils’ well-being as closely. Although governors monitor the figures for attendance and the use of exclusion, they do not analyse trends in behaviour or the frequency of bullying over time to measure the impact of leaders’ work in this area.
- The arrangements for safeguarding are effective. The college provides pupils with a detailed programme of information about how to keep themselves safe. Staff are all trained in the identification and reporting of risk, including how to protect children from the dangers of radicalisation and extremism. The most vulnerable pupils receive close and effective support, and the college’s liaison with other agencies is well managed.
- The sponsoring trust ensures that all policies and procedures for ensuring pupil safety are up to date; governors adapt these and monitor their implementation closely. Very thorough procedures for checking the suitability of adults working in the college are in place.

## Quality of teaching, learning and assessment is good

- Teachers use their excellent subject knowledge and understanding of the curriculum to good effect in the classroom. Lessons and activities are well planned, drawing upon a range of well-chosen resources. As a result, pupils make good progress and are interested and engaged in their learning.
- Teachers in the college work very effectively to deepen pupils’ skills and knowledge. For example, in one Year 9 religious education lesson, the teacher used the TTC3 values explicitly and skilfully to lead a very effective activity exploring healthy relationships. Effective questioning and well-structured group discussion led to some highly sophisticated and sensitive debate.
- Feedback and marking are used effectively and regularly to give pupils a good understanding of their strengths and areas for developments. For example, English teachers use a range of different methods to encourage pupils to improve their written work, both through comments they write in books and by directing pupils to redraft and edit their work themselves. Pupils told inspectors that they appreciate the feedback they receive and find it helpful.
- Lessons are clearly planned with a good knowledge of the particular needs of pupils. For example, effective adaptations are usually made to support pupils who have special educational needs or disability. Questioning is used very effectively in some lessons to challenge the most able, but often tasks and problems do not sufficiently stretch and inspire these pupils to extend their knowledge and understanding more deeply.
- Mathematics teaching works effectively to develop skills and fluency. Teachers provide regular and helpful feedback and pupils generally enjoy their mathematics lessons. However, in some lessons pupils are not developing deep enough conceptual understanding or reasoning skills.
- Teachers across the college promote the importance of good literacy. For example, in most subjects, pupils regularly correct spelling, punctuation and grammar errors that teachers identify through marking. Pupils are encouraged to read aloud and the texts that are used in lessons are generally of a challenging nature.
- All teachers have received training in leading cooperative approaches to discussion and learning. As a result, effective communication is a regular feature of lessons as pupils develop their social skills and work collaboratively in small groups or pairs.

- Homework, set in line with the college's policy, is used effectively to consolidate and deepen learning. Pupils find the system easy to manage, and they and their parents feel that the amount of homework set is appropriate.
- Teaching assistants work closely with teachers to provide effective support to pupils in lessons. They demonstrate a good knowledge of the individual needs of the pupils they are assigned to help in lessons, and provide good guidance and support when working one to one with pupils or small groups outside lessons.

## **Personal development, behaviour and welfare is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' views are genuinely and extensively listened to at the college. The 'iVoice' system of pupil leadership involves all pupils in an extensive exercise in democracy and representation by allowing pupils and staff to elect presidents, secretaries of state and advisers. Pupils' views help to shape the curriculum, inform developments in teaching and advise on improvements to the college environment.
- Pupils feel safe and well looked after in the college, a confidence that is shared by the large majority of parents. Break and lunchtimes are supervised effectively on the upper- and lower-school sites, and pupils mix well around the college. They have strong confidence in the system of pupil support managers, directors of learning and tutors to support them and resolve any problems that might arise. As a result of this system of support, incidents of bullying are very rare and arguments or unkind behaviours addressed effectively.
- Pupils receive good information and are knowledgeable about how to keep themselves safe online and prevent bullying. For example, the college holds an annual 'e-safety' information day that is supplemented by regular assemblies and talks. Staff act robustly when online incidents affect the pupils, but leaders do not always track and monitor the frequency of these incidents or communicate actions thoroughly enough to some parents.
- The college has an effective programme of impartial careers advice and guidance. Regular talks and presentations are held at which employers, together with further education and apprenticeship providers, contribute to the pupils' understanding of their future career options. Year 10 pupils take advantage of the opportunity to take part in work-related learning placements, and impartial advice meetings are provided for all pupils. As a result, very few pupils fail to secure appropriate further education, employment or training.
- In Key Stage 3, the college has introduced a 'graduation' system to recognise and reward good effort, behaviour and achievements. Year 9 pupils can secure a pass, merit or distinction as they move to the upper-school site as recognition of the good levels of development they reach. This is reinforcing the positive expectations leaders have and providing additional motivation to the pupils at a critical time in their college career.

### **Behaviour**

- The behaviour of pupils is outstanding.
- Pupils work exceptionally hard in lessons and model highly cooperative learning behaviours. They support one another when talking in groups, listening respectfully and building on the contributions of other people in the class.
- Pupils, parents and staff agree that the positive behaviour of pupils is a strength of the college. In lessons, pupils are almost always extremely well behaved and it is rare for them to be removed or sanctioned. Fixed-term exclusions have reduced significantly in recent years and are used very rarely.
- Pupils conduct themselves exceptionally well around the college. The transition between lessons is typically smooth and calm with little time wasted, even in tightly packed spaces. At break and lunchtime, pupils interact politely and are welcoming to visitors. It is common to hear positive and friendly interactions between pupils and teachers about their progress.
- The attendance of pupils to the college has improved significantly in the last two years and is now better than the national average. The proportion of pupils who are persistently absent from college has also significantly reduced and is below average. A strong emphasis is placed upon the importance of good attendance around the college, with the pupil teams working successfully to provide support for pupils and families to reduce absence.

- One of the most impressive features of the excellent behaviour in the college is the emphasis placed on personal responsibility. Pupils understand what is expected of them and are trusted to behave well. The 'harmony group' within the 'iVoice' pupil leadership team promotes these values and contributes to 'pupil panels' that help younger pupils understand the impact of poor behaviour on the learning of others.

## Outcomes for pupils

are good

- In 2015, the overall progress that pupils made across their subjects from their various starting points was much better than the national average. Pupils made strong progress in key subject areas such as English, mathematics, science and humanities. Disadvantaged pupils also made better than average progress across their subjects.
- In 2015, the proportion of pupils who secured at least five good GCSE passes including English and mathematics was around the national average. This represents excellent attainment from much lower than average attainment upon entry to the college.
- The proportions of pupils making or exceeding the expected rates of progress in English were much higher than the national average in 2015. Disadvantaged pupils made similar rates of progress in English from their various starting points compared with other non-disadvantaged pupils nationally.
- The proportions of pupils making or exceeding the expected rates of progress in mathematics were around the national average in 2015. However, disadvantaged pupils made less progress from their various starting points compared with other non-disadvantaged pupils nationally.
- From their different starting points, pupils who have special educational needs or disability make similarly strong progress to other pupils in the college. In 2015, they secured better outcomes and made better progress across their subjects than similar pupils nationally. In current year groups, this is carefully monitored by teachers and leaders, with effective support and targeted teaching put in place where it is most needed.
- The most-able pupils make overall progress that is in line with that made by similar pupils nationally. However, their progress in some areas is not as strong as that made by other pupils in the college. For example, in mathematics, fewer pupils than average exceeded the expected rates of progress or secured grades A or A\* at GCSE in 2015.
- Pupils achieve very well in a number of vocational, artistic, physical and technical subjects. For example, GCSE attainment in 2015 was much higher than average in business studies, health and social care, sports studies, information technology and photography.
- Pupils at the college are prepared very well for the next stage of their education, training or employment. Almost all pupils secure further education, training or employment. This is because the college supports them closely and works effectively with employers and further education providers to ensure that a good programme of impartial information advice and guidance is in place.
- In current year groups, similar patterns of good progress and attainment are securely in evidence as a result of regular assessment and carefully targeted support. Pupils in Key Stage 3, including disadvantaged pupils and those who have special educational needs or disability, are making strong progress from their starting points in most key areas, although progress in mathematics is not as rapid or as evenly made.

## 16 to 19 study programmes

are good

- The popular sixth form offers a wide choice of vocational and academic courses from which learners are guided to select appropriate study programmes. In 2015, those following vocational courses made much better progress from their various starting points than the national average in most subjects. The progress made by learners following academic courses was in line with the national average in most subject areas.
- Teaching in the sixth form is effective in developing the skills and understanding learners require to succeed. This is often achieved through teachers' strong subject knowledge and their effective use of feedback. For example, in one business studies lesson, learners were expertly guided in the use of high-level subject terminology to analyse the performance of a recycling business. In a media studies lesson, learners were receiving regular, detailed feedback and close guidance from the teacher over a shared online portfolio.

- Leaders are effective because they monitor the quality of teaching closely, and have a well-developed understanding of the strengths and weaknesses in provision. Along with tutors, they monitor the progress being made by pupils closely, acting quickly to provide help when pupils fall behind.
- Any learners entering the sixth form without a good pass in GCSE English or mathematics receive lessons in these subjects to enable them to secure these vital qualifications. Most learners entered secured a C grade in English in the November resits, and all are well on track to secure this level in both subjects in the summer.
- In 2015, nearly all learners secured appropriate higher education, employment or training destinations as a result of a strong programme of impartial advice and guidance, and good links with higher education providers such as the University of Essex. Highly effective and timely help is given to support the application process, and many pupils benefit from a range of opportunities for planned work experience placements with local employers, such as local primary schools and Colchester Hospital.
- Sixth-form learners model exemplary conduct to the rest of the college with their excellent behaviour and good attendance. The same TTC3 values that characterise the rest of the college are embodied in the positive conduct of sixth formers. They are friendly and cooperative, and the sixth-form area of the college is generally calm and productive. However, the presentation and organisation of learners' work and folders are often not as good as they should be to provide useful records and notes for revision.
- Sixth formers enjoy a wide range of opportunities to enrich and further their learning. Large numbers of pupils undertake the extended project qualification, the Young Enterprise scheme, or participate in the National Citizen Service. A good programme of trips and visits enhances learners' understanding of the wider world and different communities. However, college leaders recognise that not all learners have a well-developed understanding of the skills they will require in future employment, and would benefit from a more targeted programme of work-related learning.

## School details

<b>Unique reference number</b>	137188
<b>Local authority</b>	Essex
<b>Inspection number</b>	10017601

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in 16 to 19 study programmes</b>	Mixed
<b>Number of pupils on the school roll</b>	1881
<b>Of which, number on roll in 16 to 19 study programmes</b>	335
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jean Cairns
<b>Executive principal</b>	Caroline Haynes
<b>Telephone number</b>	01255 672116
<b>Website</b>	<a href="http://www.tendringtechnologycollege.org">www.tendringtechnologycollege.org</a>
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<b>Date of previous inspection</b>	26–27 September 2013

## Information about this school

- Tendring Technology College is a larger than average-sized secondary academy. It occupies two sites about five miles apart; the lower college hosts Years 7 to 9 and is located in Thorpe-le-Soken, with the upper college for Years 10 to 13 located in Frinton-on-Sea.
- The college is an academy that operates as part of the Academies Enterprise Trust.
- The large majority of pupils are White British, with a much smaller proportion than average coming from minority ethnic backgrounds. A very small proportion of pupils speak English as an additional language.
- The proportion of disadvantaged pupils for whom the college receives pupil premium funding (additional government funding to support pupils who are in the care of the local authority or who are known to be eligible for free school meals) is around the national average.
- The proportion of pupils who have special educational needs or disability is slightly higher than average. There is a slightly higher proportion than average of pupils with a statement of educational needs or an education, health and care plan.
- The executive principal is a national leader of education and is also the executive principal of the nearby Clacton Coastal Academy.
- The college is part of the Tendring Teaching School Alliance.
- The college meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- The inspection was carried out with no notice under section 8 of the Education Act 2005 because Her Majesty's Chief Inspector had concerns about the quality of leadership and management in the college. During the first day it was deemed a full section 5 inspection, and a full team of inspectors gathered a wider range of evidence on the second day.
- Inspectors observed learning in 59 lessons. Some of these observations were conducted jointly with members of the college's leadership team.
- Inspectors held meetings with the executive principal, the governing body, college leaders, teachers, support staff, a representative of the trust and groups of pupils. A telephone interview was held with a representative of the local authority.
- Inspectors scrutinised a range of college documentation including policies, the minutes of the governing body's meetings, annual review documents, self-evaluation documents, pupils' achievement, behaviour and attendance data, and a wide range of pupils' work.
- Inspectors considered the views expressed in 164 responses to Ofsted's online questionnaire, Parent View, and 157 questionnaires returned by college staff.
- Inspectors scrutinised the various forms of communication the college uses, including the college website, information sent to parents and other stakeholders.

## Inspection team

Richard Spencer, lead inspector	Seconded Inspector
Nicholas Asker	Ofsted Inspector
Georgina Atkinson	Ofsted Inspector
Sally Garrett	Ofsted Inspector
Howard Lay	Ofsted Inspector
Cecelia Moore	Ofsted Inspector
Pete Sewell	Ofsted Inspector
Peter Whear	Ofsted Inspector

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