

# Sandown Bay Academy

The Fairway, Sandown, Isle of Wight PO36 9JH

## Inspection dates

23–24 May 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Requires improvement</b>
16 to 19 study programmes	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Ineffective governance arrangements, overseen by Academies Education Trust (AET), mean that pupils have been let down in the quality of education they receive for too long.
- Leaders have not ensured that the necessary improvements have been made to teaching, outcomes and behaviour since the last inspection. As a result, too many weaknesses remain.
- Many staff and some parents express frustration about the turbulence in leadership experienced over recent years. This has resulted in a loss of confidence in AET.
- There is insufficient proven capacity in leadership at all levels to bring about significant improvement.
- Pupils' achievement has fallen since 2015. GCSE performance was below the government's floor standard in 2016.
- Disadvantaged pupils and those who have special educational needs and/or disabilities make variable progress.
- Leaders have not made sure that pupils attend school regularly enough. Too many pupils are persistently absent.
- Inconsistency in the effectiveness of teaching means the pace of learning overall is too slow.
- Leaders do not sufficiently monitor and evaluate the impact of Year 7 literacy and numeracy catch-up funding for pupils who joined the school with attainment below national expectations.
- The most able pupils do not make strong progress because planned tasks do not challenge them sufficiently.
- Sixth-form students do not all fully access the 16 to 19 study programme. Leaders do not have high enough expectations of what sixth-form students can achieve.

### The school has the following strengths

- There is a strong sense of community and many parents are supportive of the school.
- Pupils behave well around the school. They feel safe.
- 'The Cove', a specialist unit for pupils who have autistic spectrum disorder, provides well for a small number of pupils. They make strong progress in their learning and social skills.

## Full report

In accordance with sections 44(1) and 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- Improve the effectiveness of leadership and management by ensuring that:
  - governors monitor the school's work thoroughly and hold leaders and teachers to account for the quality of education and pupils' progress
  - leaders analyse carefully the progress of different groups of pupils, including disadvantaged pupils and the most able disadvantaged pupils, and ensure that additional funding is used effectively to raise achievement
  - actions to improve the literacy and numeracy skills of Year 7 pupils who joined the school with attainment below national expectations are monitored and evaluated to check on their effectiveness
  - leaders have the skills and capacity to identify, implement, monitor and evaluate improvements in the areas for which they are responsible
  - actions to improve attendance lead to pupils attending school more regularly
  - the provision for pupils who have special educational needs and/or disabilities improves.
- Improve the consistency in the quality of teaching to raise pupils' achievement by ensuring that:
  - teachers develop the skills and expertise to fully support pupils who have special educational needs and/or disabilities
  - teachers have high expectations of what all pupils, particularly the most able, can achieve
  - teachers meet the needs of disadvantaged pupils, including most-able disadvantaged pupils, so that they make accelerated progress.
- Ensure that students have access to the full entitlement of the 16 to 19 study programme.

An external review of the school's use of the pupil premium funding should be undertaken to assess how this aspect of leadership may be improved.

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

It is recommended that the school does not appoint newly qualified teachers.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders have not successfully implemented the necessary changes to meet the recommendations from the last full inspection in 2014 and the subsequent monitoring visits. The pace of improvement was reported as too slow in the monitoring visits and it has remained slow. The rapid improvement needed to make up for past weaknesses has not happened. Levels of accountability, support and direction by AET have not enabled leaders to bring about the necessary changes effectively enough.
- Progress in this academic year has been hampered further by a debilitating cyberattack which resulted in a widespread loss of important documents and information, including reports on pupils' progress, plans for teaching and pupils' examination work. Inspection evidence indicates that the trust did not provide the support needed to help school leaders rectify this in a timely and effective manner.
- Parents who responded to Ofsted's online questionnaire explain that they lack confidence in the school's sponsor and the governance arrangements. This is because they do not feel that the school is improving quickly enough. Recent turbulent times, with the proposal of a school merger, have contributed further to dissatisfaction. Parents show concern about the current instability and the effect on their children's education. One parent typically summed up the feelings of others, saying 'The school should be a place of achievement, not struggles.' Nevertheless, parents support the school and recognise its strengths.
- Teachers and other staff expressed concern at the lack of effective support from leaders, governors and the school's sponsors. Due to falling rolls, the school has recently embarked on reducing staffing so that predicted budget deficits are avoided. This has also caused uncertainty among staff. Despite turbulence in leadership, many staff remain committed to the school, while feeling increasingly undervalued and unsupported. Communication between the academy trust and the staff is not consistently clear. For example, recent changes to important policies have not been understood well by staff.
- Leaders have not improved the quality of teaching well enough since the last inspection. They have recently introduced training for teachers to hone their teaching skills and share good practice. In some cases, teachers have been enthused and invigorated by this training, resulting in pupils making better progress in their learning. This new teaching initiative is, however, in its early stages and yet to be spread widely across all staff. Leaders have not yet evaluated the impact on pupils' progress.
- The performance management system for teachers is not clear or consistently implemented. For example, leaders do not routinely carry out checks to make sure that teaching improves pupils' progress. Consequently, while some teachers are rigorously called to account, others have not been as closely monitored.
- Leaders do not have a deep understanding of the performance of key groups of pupils, such as those who are disadvantaged, including the most able disadvantaged. Progress information is not clear so leaders do not know, or take action to improve, outcomes for groups of pupils who are falling behind. As a consequence, the progress of

disadvantaged pupils, including the most able disadvantaged, is not rapid enough.

- Leaders have been slow to act on improving the provision and outcomes for pupils who receive support for their special educational needs and/or disabilities mainly through the mainstream curriculum. Leaders have not precisely identified areas of need, developed provision or monitored the impact of any support given. Consequently, the strategy for improvement is unclear to teachers, and they have not been able to make sure that pupils who have special educational needs and/or disabilities make sufficient progress.
- However, leaders have made good use of the extra funding for the specialist unit providing for pupils who have autistic spectrum disorder. Pupils who attend this unit make strong progress.
- Middle leaders are enthusiastic about implementing recent initiatives to improve teaching, although these are at an early stage. Teachers are appreciative of the effective support to improve pupils' performance that they receive from their immediate line managers.
- Leaders have implemented a broad and balanced curriculum at key stage 3. At key stage 4, the pupils study a core curriculum and varied GCSE option choices. On-site, the courses are predominantly academic. Some vocational provision is provided in local alternative provision. Leaders have identified that the curriculum at key stage 4 and in the sixth form is not cost-effective and plan to adjust it accordingly for September.
- Pupils are appreciative of the rich extra-curricular opportunities, including trips and visits. Opportunities to represent the school in dance and sport competitions are readily taken up by pupils and they do well. Debates, discussions and presentations on topical issues such as knife crime and political events generate pupils' interest in British values of tolerance and democracy effectively.
- The principal and newly appointed vice-principals have experienced some success in, for example, revamping the behaviour policy and implementing higher expectations of pupil conduct. While leaders' actions have begun to have an impact, especially in stamping out low-level disruption, they recognise that there are still more improvements to be made.

## **Governance of the school**

- The academy trust acknowledges that improvement has been too slow. Under the trustees' direction, since the last inspection, problems have continued in the quality of education provided to pupils.
- Governance arrangements have not been effective, as they have not resulted in improved outcomes for pupils. At the time of the last inspection, a trust management board was in place since the beginning of the academic year. This was replaced by a local governing board in September 2016. However, this was only in place for a short time. At the academy trust's direction, a reformed trust management board is now in place, but has not yet met.
- Pupil premium funding is used to provide a range of support designed to help disadvantaged pupils make better progress. While a pupil premium review has taken place, there is little evidence of governors monitoring the effectiveness of plans to

improve how it is used. As a consequence, disadvantaged pupils' progress, across year groups, is not accelerating at a fast enough rate.

- Similarly, there is insufficient monitoring and evaluation of the impact of Year 7 literacy and numeracy catch-up funding for pupils who joined the school with attainment below national expectations.

## Safeguarding

- The arrangements for safeguarding are effective.
- All staff, including volunteers, are well trained and are kept up to date with current advice.
- Pupils report that that recent increased supervision by pastoral staff at the school gate has helped them feel safe. Pupils are able to explain how to keep themselves safe.
- Pupils say that bullying sometimes occurs but that adults take effective action to resolve it. Most teachers and parents agree that bullying is dealt with effectively. However, a small number of parents, in the free-text questionnaire response, voiced dissatisfaction with the school's actions in resolving bullying issues.
- Most parents and staff who responded to the online questionnaires agree that children are safe in school and looked after well.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching, learning and assessment varies within subjects, across the curriculum and across year groups. Consequently, pupils' progress across the curriculum is not improving at a quick enough pace.
- Teachers' feedback to pupils does not consistently follow the expectations in the school's policy. When teachers do follow the school's policy, they are more likely to help pupils to improve their work and respond positively. Not enough pupils complete work to a high enough standard.
- Assessment is not yet strong enough to ensure that pupils make consistent progress. Not all teachers take sufficient account of pupils' starting points when planning lessons. During some lessons, lower-ability pupils were seen to be unsure of what they had to do. This is because their understanding is not checked effectively. Consequently, the pace of learning for lower-ability pupils is sometimes too slow.
- Teaching does not provide enough challenge for most-able pupils. While some teaching inspires them, for example in the study of Shakespeare's 'Macbeth', opportunities for stretch and challenge are not consistent across the curriculum.
- Teaching does not support pupils who have special educational needs and/or disabilities well enough. Teaching assistants are deployed in the classroom but their assistance is variable in its effectiveness in supporting pupils' learning. Pupils who have special educational needs and/or disabilities do not receive sufficient guidance to help them learn well enough.
- Teaching in science and mathematics is highly variable. Although there is some strong practice, overall expectations of pupils are low. Teaching does not sufficiently engage

or interest pupils, so they are inattentive and easily distracted. Consequently, progress is slow for too many pupils in these subjects.

- Teaching in English is stronger and more consistent than in other core subjects. Teachers plan interesting lessons at the right level for pupils' ability. Teachers skilfully develop pupils' understanding through effective questioning. Pupils receive helpful feedback about their writing so they can improve their work. Pupils learn well because of teachers' high expectations and level of challenge.
- There are pockets of strong teaching in a number of subjects. Where teaching is effective, teachers employ a variety of effective questioning techniques to promote learning, and identify and tackle misconceptions. These teachers have detailed knowledge of pupils, are aware of groups of pupils, including those who are disadvantaged, and meet their learning needs well.
- Teachers help Year 11 pupils to prepare for examinations well and these pupils value the extra support they are given. Although current Year 11 pupils are making steady progress, it is not rapid enough to make up for the legacy of underachievement in the past.

## Personal development, behaviour and welfare

## Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils' attitudes to learning are not consistently strong. There are instances of persistent low-level disruption by pupils, particularly in key stage 3, that have an adverse impact on learning.
- Pupils feel safe. Leaders support vulnerable pupils well. Pupils speak positively about recent changes in the supervision of the site, which help them feel secure at breaktime, during lunchtime and before and after school.
- Independent and impartial careers advice is provided effectively. Pupils are provided with opportunities to explore future career pathways, including attending work experience. Pupils in key stage 4 have opportunities to visit universities, including residential trips, to help them understand higher education provision.
- A small number of pupils are educated in a number of off-site alternative learning providers. Frequent monitoring by school staff enables attendance and progress to be checked effectively.

### Behaviour

- The behaviour of pupils requires improvement.
- Since the last inspection, attendance has remained below national averages for secondary schools. To date, this academic year, pupils' attendance has slightly improved, but remains low. The attendance of disadvantaged pupils and those who have special educational needs and/or disabilities has been particularly low with, on average, at least one day a fortnight being missed during this academic year.

- The number of pupils who are persistently absent is high compared to other secondary schools. While the school has worked to improve attendance, there are still too many pupils who do not attend regularly enough.
- Conduct around the school is generally respectful and calm. Although there is a small amount of boisterous behaviour, it is managed well by staff on duty. Around three quarters of parents feel that pupils' behaviour is good at the school, while others report that their child sometimes witnesses poor behaviour.
- Pupils believe that the recently updated behaviour management systems have resulted in improved pupil behaviour, especially at key stage 4. Most, but not all, staff say that behaviour is good.
- The proportion of fixed-term and permanent exclusions for serious misbehaviour has recently increased. This is as a result of higher expectations from school staff. It is too early to see the impact of the new system on reducing exclusion figures over time.
- Pupils are kind and courteous to each other. They have respectful relationships with each other and their teachers. For example, pupils willingly hold doors open for staff and visitors.

## Outcomes for pupils

## Requires improvement

- Pupils join the school with below-average attainment. They do not make the overall progress of which they are capable to reach a sufficiently good standard of attainment. There is inconsistency between subjects, year groups and groups of pupils. While pupils are now making good progress in some areas, overall progress is not strong enough.
- Since the last inspection, GCSE outcomes at the end of key stage 4 have been well below national levels. In 2016, examination performance did not meet the government's floor standards. Pupils do not make enough progress to make up for the shortfall in attainment when they enter the school.
- Current progress of pupils from their starting points is inconsistent across year groups and within most subjects. The school's own information confirms variable pupil progress.
- Most-able pupils, including those who are disadvantaged, make inconsistent progress. They do not achieve high enough standards overall. Variability in the quality of their work goes unchallenged and expectations are not high enough.
- Pupils who have special educational needs and/or disabilities, and who are supported mainly in class, are not making good enough progress. This is because support is not planned effectively and pupils' progress is not monitored well enough.
- Pupils' progress in science and mathematics is too slow. This is because of low expectations and lack of challenge. In particular, girls of lower ability in Year 8 science classes make weak progress due to uninspiring activities.
- Over recent years, GCSE results show that disadvantaged pupils have not made as much progress as their peers. Their progress is now comparable to their peers, but not rapid enough to make up for their lower starting points.



- Leaders have focused on preparing Year 11 pupils for the forthcoming GCSE examinations. The progress of Year 11 pupils is accelerating at a faster rate than younger pupils. The school's own information, from trial examinations moderated across the academy trust, indicates improved outcomes in English and mathematics this year.
- Pupils make more consistently strong progress in English, performing arts and physical education because teaching in these areas meets their needs.
- In 2016, the progress made by sixth formers was around national levels. The school's information shows that current students are making similar progress.
- The small number of pupils who have an education, health and care plan, and access The Cove unit, are achieving well.
- Pupils are not prepared well enough for their next stage of education or training, because their outcomes at key stage 4 require improvement.

## 16 to 19 study programmes

## Requires improvement

- Students are not all receiving their 16 to 19 study programme entitlement. Students do not routinely access non-qualification courses, such as first aid, due to timetabling constraints. At present, students are not appropriately gaining the range of personal, social and employability skills that they should.
- The 16 to 19 study programme is shared with the school's AET partner, Ryde Academy, enabling students to access a wide range of courses. The study programme is largely academic, with a small number of vocational courses. Leadership of the sixth form and some teaching are shared between schools. However, the retention rates for students staying on in Year 13, after starting courses in Year 12, are below the national average.
- In 2016, students' progress in academic and applied courses was broadly average. There was no particular variation between groups of students, including those who are disadvantaged. Current students make similar progress.
- Teaching, learning and assessment in the sixth form are less variable than in the rest of the school. Typically, teachers' strong relationships and sound subject knowledge enable them to prepare students well for forthcoming examinations. Students report that they are taught well.
- Students feel proud to belong to Sandown Bay Academy. They feel that they are supported well. Should they have a concern, students know how to seek help. Students provide good role models for the younger pupils, taking learning seriously and treating each other and staff with respect. Students' attendance and punctuality are improving.
- Students are provided with appropriate and impartial advice about the appropriateness of courses to take in the sixth form. Students also appreciate the support provided to them for university applications. Two thirds of students achieve a university place, which is above the national average. Students receive helpful information and guidance about future studies and careers, and benefit from the opportunity to participate in work experience.
- Leaders emphasise the importance of improving GCSE English and mathematics if a C



grade is not achieved in Year 11. Over half the pupils entered have successfully improved their grade.

## School details

Unique reference number	136751
Local authority	Isle of Wight
Inspection number	10019907

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

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,148
Of which, number on roll in 16 to 19 study programmes	156
Appropriate authority	Trust management board
Chairs	Beverley Perin and Jonathan de Sausmarez
Principal	Claire Charlemagne
Telephone number	01983 402 142
Website	<a href="http://www.sandownbayacademy.org">www.sandownbayacademy.org</a>
Email address	<a href="mailto:contactus@sandownbayacademy.org">contactus@sandownbayacademy.org</a>
Date of previous inspection	15–16 October 2014

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school does not comply with Department for Education guidance on what academies should publish about governors' information and duties and the policy for excluding pupils.
- Sandown Bay Academy is larger than the average-sized school. It is sponsored by Academies Enterprise Trust.
- The proportion of disadvantaged pupils is above average.

- Most pupils at the school are of White British heritage.
- A small number of pupils at key stage 4 attend alternative provision and are educated off-site. The school uses a number of alternative learning providers, including the Island Learning Centre and Workshop Initiative for Support in Education.
- The school did not meet the government's floor standard in 2016. It was defined as coasting in 2014, 2015 and 2016.
- The school has a special unit, known as 'The Cove', to meet the needs of up to 12 pupils who have autistic spectrum disorder.
- The proportion of pupils who have special educational needs and/or disabilities, including pupils supported by an education, health and care plan, is above the national average.

## Information about this inspection

- During this inspection, around half of the pupils in Year 10 were taking part in work experience.
- Meetings were held with the principal, the vice-principals and a selection of staff, including middle leaders. Inspectors also considered 87 responses from staff to the online questionnaire.
- Inspectors met with governors, several representatives from AET and a representative of the local authority. A telephone call was held with a local headteacher of an AET partner school and alternative education providers.
- Inspectors considered 164 responses to the online questionnaire, Parent View, and a further 35 written responses from parents. A meeting was held with parents, and inspectors held a number of telephone calls with parents.
- Inspectors observed teaching and learning in over 30 lessons. Many observations were undertaken jointly with the principal or a vice-principal.
- Inspectors carried out scrutiny of pupils' work across year groups and subjects. Meetings were held with three groups of pupils, and 10 online questionnaire responses were taken into account.
- Inspectors looked at a number of documents, including the school's self-evaluation, the school improvement plan, analysis of the school's performance data, information relating to the attendance and behaviour of pupils, safeguarding and child protection records and minutes from governing body meetings.

## Inspection team

Susan Child, lead inspector	Ofsted Inspector
Julie Summerfield	Ofsted Inspector
Richard Carlyle	Ofsted Inspector
James Rouse	Ofsted Inspector
Colin Lankester	Ofsted Inspector

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