

# North Somerset Enterprise and Technology College

Weston College Academy, Beaufigther Road, Weston-Super-Mare, Avon BS24 8EE

## Inspection dates

27–28 September 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
16 to 19 study programmes	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders and governors have had an overgenerous view of improvements.
- Middle leaders are not monitoring the application of school teaching policies consistently. There is variability in teaching and learning as a result.
- Leaders have failed to ensure that each department in the sixth form is providing comprehensive 16 to 19 programmes of study.
- Teaching is not planned to meet the different needs of pupils in key stage 4.
- The curriculum for spiritual, moral, social and cultural education is not understood well by many pupils in both key stages.
- The attendance of a minority of pupils in each key stage has remained stubbornly low.

### The school has the following strengths

- Pupils who have special educational needs and/or disabilities are supported well and making good progress.
- Pupil premium funding is spent wisely and is helping disadvantaged pupils make better progress.
- Disadvantaged pupils have the same experiences as other pupils in the school. This is boosting their confidence in school work.
- Students achieve well in academic qualifications in the sixth form.
- Pupils and students are proud members of the school community. They enjoy the opportunities provided. They feel safe and are safe.

## Full report

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

- Leaders and those responsible for governance should ensure that standards continue to rise by:
  - evaluating the school’s work more accurately, so that actions are successfully focused on improving standards in key stage 4
  - monitoring the application of teaching policies by staff more stringently, so that teaching becomes consistently good
  - checking that the spiritual, moral, social and cultural curriculum is having an impact on pupils’ understanding of the twenty-first century
  - making the 16 to 19 programmes of study fit for purpose in every department
  - improving attendance so that it is at least in line with the national average.
- Improve the quality of teaching, learning and assessment by ensuring that:
  - teachers plan for the different ability levels of pupils, so that pupils’ progress improves by the end of key stage 4.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- The governors and trustees have dealt with many staffing changes, including the appointment of four principals, since the school opened in 2014. Leadership is secure now. The principal has been in post since September 2016 and the vice and assistant principals since September 2017.
- The change in staffing has slowed the implementation of improvements.
- The initial cohort in key stage 4 was small in number. Many pupils had highly complex needs. Leaders were successful in dealing with pupils' behaviour issues. However, their evaluation of pupils' learning was overgenerous.
- Leaders are not focusing effectively on teachers' application of teaching policies, such as for marking and feedback. There is variability in the presentation of learning in pupils' work.
- The spiritual, moral, social and cultural curriculum is not secure throughout the school. There are pockets of great success, such as developments in the emotional health and well-being of pupils. Pupils' understanding of British values is patchy. Some of the older pupils do not understand the fundamental principles of democracy and the rule of law.
- Leaders have set realistic targets for pupils in key stage 4. There are processes in place to analyse progress and set up interventions. Pupils' progress is improving because of this.
- Leaders have a strong and purposeful system for managing behaviour in school. Staff are using it consistently. The majority of pupils behave in an orderly manner around the school site.
- The curriculum concentrates on science, technology, engineering and mathematics (STEM), as well as English and humanities. Key stage 5 students are successful. They are able to follow careers in these areas.
- The school facilities are well-resourced. Extra opportunities are available at Weston College. Key stage 5 students have lessons on both sites and benefit from the specialist support and equipment.
- Extra-curricular activities are mainly sports orientated. Pupils in key stage 4 enjoy these activities, are successful in them and gain confidence. Fewer students in key stage 5 take part.
- Leaders spend the pupil premium funding wisely. Additional staff manage disadvantaged pupils' complex needs. Pupils are progressing well. They attend trips with their peers.
- Pupils who have special educational needs and/or disabilities are making good progress. Leaders spend the funding for them effectively.

## Governance of the school

- Governance in the school is strong. Trustees have made governance more robust. Trustees and governors understand the current situation in the school and have an ambitious yet practical view of the future.
- Governors challenge and support the school.
- Governors track the spending of the pupil premium funding and the funding for pupils who have special educational needs and/or disabilities. They challenge leaders on the impact.
- Governors and trustees understand the arrangements for managing the performance of staff and the entitlement to pay. They support the principal well in any necessary competency arrangements.

## Safeguarding

- The arrangements for safeguarding are effective.
- School leaders have created a culture where assessing risk is the expectation.
- The personal safety and well-being of pupils are secure. Records of any safeguarding issues are of high quality and detailed. Staff work sensitively with parents and external agencies to monitor and support vulnerable pupils and have had great success in this area.
- Staff are trained to keep pupils safe from abuse, sexual exploitation and the influence of radicalisation and extremism.
- Designated safeguarding leads wear their identity badges on purple lanyards so that pupils can identify them easily.

## Quality of teaching, learning and assessment

## Requires improvement

- There is too much variability in standards across departments. Teaching is not consistent, which impedes some learners' progress.
- A few teachers are not planning effectively. Some pupils in key stage 4 have to do the same tasks regardless of ability.
- Pupils are not reviewing their work regularly or learning from their mistakes. They are not showing resilience within their learning. Too many in key stage 4 are not correcting basic mistakes in writing, such as in the placement of capital letters and full stops.
- The special educational needs coordinator has prepared notes on pupils who have special educational needs and/or disabilities for use by teachers. Skilled teaching assistants use the advice well.
- Homework is not set in key stage 4. Many parents expressed their appreciation of this in Parent View, the online survey. Pupils have extra study time for an hour after lessons finish.
- Mathematics teachers pitch work at pupils' different abilities. Pupils are making better

progress as a result.

- Termly reports for each year group provide parents with accurate information about how their children are progressing.
- Teaching in BTEC sports sciences is exemplary. Students are motivated and striving for perfection. The fundamental British values are embedded within every aspect of learning. Students know how sporting rules, participation, respect and tolerance are the keys to team success.

## 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 and students do not gain enough from sessions with tutors at the start of the day. Too often, pupils are simply chatting.
- Pupils are not equipped with the knowledge and skills they need to make a contribution to life in modern Britain. Leaders are not monitoring teachers' delivery of the planned curriculum. Leaders and pupils deliver assemblies on the spiritual, moral, social and cultural curriculum. However, tutors are not discussing these topics in sessions dedicated to pupils' personal development and welfare.
- Pupils in key stage 4 enjoy being a part of the school community. They wear their business clothing with pride. However, pupils are not regularly transferring this attitude to their work.
- Staff are vigilant in the care and welfare of pupils. Many pupils have been out of school for extended periods before starting in Year 10. Pupils have a significant commitment to attending daily and re-engaging with learning. This is a strength of the school. It reflects the ethos and ambition of the leaders, in particular the principal.
- Many pupils spoke of how they had been bullied in previous schools but felt safe and supported in their new school. They know which staff to turn to if they have any concerns. They feel comfortable about doing this.

### Behaviour

- The behaviour of pupils requires improvement.
- Some pupils in key stage 4 have had poor attendance in their predecessor schools or have been home-educated. Leaders understand that engaging teaching is the key to better attendance. As a result, attendance has improved for pupils overall and is close to the national average. For groups such as disadvantaged pupils and those who have special educational needs and/or disabilities, attendance is better but not yet near the national average. Leaders are aware of the circumstances of the families involved. They are working with them to improve attendance further.
- Staff have high expectations with regard to behaviour. Conduct has improved

considerably since last year. Pupils are ready to learn. Low-level disruption is rare. Pupils know the consequences of poor behaviour and take heed of the sanctions.

- Pupils appreciate the new attractive school building. They respect the facilities. The site is free from litter.
- Pupils are courteous to adults and visitors.

### Outcomes for pupils

### Requires improvement

- Too few pupils took GCSE examinations in 2016 for the data to be valid.
- The school's assessment information indicates that more pupils than previously took GCSE examinations in 2017 but far fewer than the national average. Data cannot therefore be relied upon for comparison with the national picture.
- Pupils take assessments at the start of Year 10. Some assessments are not providing useful information. These tests are too difficult and expectations are unrealistic.
- Disadvantaged pupils have the right equipment and access their learning well. They are supported in travelling to school, often from distant locations. Progress is improving for many. For those pupils who are gaining in confidence, progress is in line with that of their peers.
- The most able, and the most able disadvantaged, pupils succeed in mathematics, sports sciences and health and social care because they are challenged in their work.
- Specialist teaching assistants support pupils who have special educational needs and/or disabilities in some lessons. When this happens, pupils make good progress.
- Pupils' opportunities to read are variable. Some tutors encourage reading for leisure on a regular basis. Texts studied in English are challenging and age-appropriate. Pupils read them well and engage with the tasks set.
- Teachers use key words effectively, particularly in key stage 5. Pupils become familiar with the technical terms.

### 16 to 19 study programmes

### Requires improvement

- Leaders have not focused on the full programmes of study expected for 16 to 19 students. There are pockets of success, dependent on who leads the department. Leadership of this area needs improving. Monitoring of every aspect is not regular and consistent.
- The work experience and employability aspects of 16 to 19 programmes of study are not covered in every department. Some students are not ready for the right next steps in education, employment and training.
- Students' welfare and development is dependent on subjects studied. There are the same weaknesses in tutor provision in the sixth form as at key stage 4. Some students are not given adequate advice on personal health, social and cultural aspects. These students do not understand British values well.
- Too few students retaking English and mathematics pass the examinations at the first

attempt. Teaching in these areas needs improvement.

- Students are at various stages of preparing personal statements to UCAS. Most are on target but a few have made little progress with the application process at this time. The lead tutor has been in post for a week so has not had enough time to oversee this aspect of work.
- Students receive variable careers advice and guidance. The sponsor, Weston College, provides introductory presentations on key aspects. The success of individualised guidance depends on the skills of student mentors and tutors.
- Some teachers are not preparing students to have efficient independent adult working skills. They provide worksheets but do not supervise the storage and revision.
- The school holds an annual higher education and careers fair. There are trips to universities and careers exhibitions. Some pupils have gained valuable opportunities to learn about potential employment and courses from these.
- Destination data shows that students find places in education, employment and training. Academic students are gaining places at universities. More are going to Russell group establishments.
- Students in Year 12 are keen and enthusiastic about the opportunities at school. The majority come from local schools. They are improving their learning in STEM subjects. The majority of students stay on in school from Years 12 to 13.
- Some departments have strong relationships with employers. For example, engineering students work with companies such as Rolls Royce. Students have gained work experience and employment from this relationship.
- Health and social care students have work experience in nurseries, care homes and hospitals. This prepares them well for future careers.
- Sports science students prepare and officiate at events in local primary schools. They coach primary pupils in football and other sports on a weekly basis. Their leadership and team skills are improving.
- The most able, and the most able disadvantaged, students taking academic A-level and other level 3 applied qualifications were successful in their examinations in 2016.
- Overall attendance has improved. Students are punctual and attend regularly.

## School details

Unique reference number	141040
Local authority	North Somerset
Inspection number	10033100

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

Type of school	Free schools
School category	Academy free school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	306
Of which, number on roll in 16 to 19 study programmes	161
Appropriate authority	Board of trustees
Chair	Andy Davidson
Principal	Darran George
Telephone number	01934 411611
Website	<a href="http://nsetc.n-somerset.sch.uk">http://nsetc.n-somerset.sch.uk</a>
Email address	<a href="mailto:nsetc.enquiries@nsetc.n-somerset.sch.uk">nsetc.enquiries@nsetc.n-somerset.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school does not meet requirements on the publication of information about an individual to contact, a statement on the school's position on equalities and diversity, subjects details of the key stage 4 curriculum, key stage 5 results and destination data.
- The school does not comply with Department for Education guidance on what academies should publish about schemes of delegation and finance arrangements.
- North Somerset Enterprise and Technical College is a member of the Inspirational Futures Trust. It became an academy in 2014 and moved to its current site in September 2016.



- North Somerset Enterprise and Technical College is smaller than the average-sized secondary school.
- The proportion of pupils supported by the pupil premium funding is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average and is below the national average for those who have an education, health and care plan.
- As yet, there is no valid public data on key stage 4. The sixth-form outcomes are above the national threshold.

## Information about this inspection

- Inspectors visited lessons, many jointly with senior leaders.
- A sample of pupils' work in a range of subjects was scrutinised.
- Inspectors talked with groups of pupils from key stages 4 and 5, as well as with pupils informally across the site.
- Meetings were held with the principal, senior and middle leaders, members of the governing body and the trust.
- Documentary and other types of information were evaluated, including evidence relating to safeguarding, assessment and school evaluation.
- Inspectors took account of the 18 responses to and 13 comments in the online Parent View survey; the 30 responses to the pupil and the 14 responses to the staff online survey.

## Inspection team

Kathy Maddocks, lead inspector	Her Majesty's Inspector
Jerry Giles	Ofsted Inspector
Peter Nelson	Her Majesty's Inspector

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