

# Shoeburyness High School

Caulfield Road, Shoeburyness, Southend-on-Sea, Essex SS3 9LL

## Inspection dates

15–16 November 2017

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

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher is an inspirational leader. He and his senior leaders have developed a culture and ethos that celebrate success and provide a clear framework for improvement.
- The governing body and trustees are highly ambitious for the school and challenge senior leaders well.
- Behaviour is outstanding because pupils conduct themselves impeccably. Their attitudes are exceptionally positive, and they work very well with their teachers and their classmates in learning activities.
- Teachers use the school's assessment systems to challenge pupils. This helps pupils to improve their knowledge and understanding.
- Staff value the training they receive. It helps them to develop personally and professionally. At the same time, it helps address whole-school improvement priorities.
- Standards in the sixth form were declining. However, academic and vocational results have shown positive improvement in 2017.
- Pupils who have special educational needs (SEN) and/or disabilities have their needs met well and make very good progress in lessons.
- Personal welfare and development are outstanding. Pupils are confident, resilient and successful learners. When challenged, they are keen to work together to solve problems.
- Pupils enjoy coming to school. Their attendance is above average and rising. Exclusions are well below national figures.
- There is a very good safeguarding culture in the school. Pupils understand how to keep safe in school and in society.
- In 2017, leaders' actions have improved outcomes for all pupils. Current pupils make good progress.
- Leaders have improved the quality of teaching, learning and assessment. They now need to consider how best to move it to outstanding.
- Current students in the sixth form make good progress in most subjects. Some most able pupils do not, because their targets are not high enough or reviewed regularly.

## Full report

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

- Raise standards in the sixth form further by:
  - ensuring that teachers have high expectations for all students, especially the most able, and set work that allows them to make the progress they should
  - making sure that leaders track students' progress continually and review their targets regularly to ensure that there is sufficient challenge.
- Leaders should improve the quality of teaching, learning and assessment further by:
  - developing the current opportunities for teachers to share good practice both across and between departments
  - identifying training opportunities that help teachers to develop their own practice further.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher is highly regarded by pupils and staff alike. He has created a clear framework for improvement which has raised standards. His plans for achievement and success for every pupil are clear and shared by all staff.
- Leaders understand how to use self-evaluation to gain improvement. The school improvement plan is simple, clear and rooted in accelerating pupils' progress. The impact of the leaders' work is being seen in the recent improvements in pupils' achievements.
- The headteacher manages the performance of teachers well and links outcomes with school improvement objectives to drive standards higher. There are clear lines of responsibility and accountability.
- Middle leaders are focused on accelerating pupils' progress and work closely with senior leaders to monitor and evaluate performance. They contribute to the whole-school improvement discussions and use the school's priorities to create their own departmental development plans.
- Leaders have developed a culture of success and celebrate this widely across the school. There is no complacency from leaders and they have developed clear tracking systems that monitor the work of teachers, pupils and departments. 'Boosting progress' meetings focus on how well staff and pupils are doing in order to raise pupils' achievement further.
- Pupil premium and catch-up monies are spent well. Leaders identify interventions from a range of information and monitor their impact on pupils' progress. As a result of precise and well-judged support, disadvantaged pupils benefit from an adapted curriculum with activities that support their personal development and well-being. Last year, 88% of pupils who benefited from catch-up funding improved their English and mathematics grades, and disadvantaged pupils made more progress at GCSE than in previous years.
- The curriculum is broad and balanced with different option choices that are tailored to support pupils to make good progress from their individual starting points. Pupils who have SEN and/or disabilities have a tailored curriculum. Teaching assistants provide good support for their individual needs and help them to make good progress. The leadership from the special educational needs coordinator is very good. Additional funding is well spent. Pupils who have SEN and/or disabilities make good or better progress from their individual starting points.
- Leaders have ensured that pupils improve their skills, knowledge and understanding through a wide range of extra-curricular activities, which are well attended. These include enterprise activities, science, art, drama, music and sport-related clubs.
- Pupils' spiritual, moral, social and cultural development is provided for well through the 'Scope and Reshape' curriculum which promotes an understanding of fundamental British values. Pupils learn about other cultures and religions, making moral choices and life in modern Britain. Pupil leadership is valued and the school council represents

pupils' views when it reports to governors and senior leaders.

- Leaders make sure that the school fulfils its duty to provide independent careers education and guidance, and this is delivered across all key stages. This information, advice and guidance is helping pupils to make informed decisions about the next stages of their education. Destinations information shows that the numbers of pupils in sustained employment, education or training has improved from below average to in line with national averages for all pupils, including those who are disadvantaged.

## **Governance of the school**

- The governing body and trustees of the Southend East Community Academy Trust (SECAT) are very effective. Governors and trustees have a clear ambition for the school to be outstanding and this is reflected in the accurate self-evaluation and improvement plans. They understand the school and the needs of those who live locally. They are proud of how the school serves its local community. They celebrate pupils' diversity, including the above-average numbers of disadvantaged pupils and those who have SEN and/or disabilities. They are keen to ensure that equality is at the heart of everything the school does.
- The governing body seeks the views of parents and pupils and has a school council link governor. Governors use information from parents and pupils to support their understanding of how well the school is doing.
- Governors challenge and support leaders well. They monitor achievement and ask pertinent questions about underperformance. The governing body has a detailed understanding of how pupil premium and catch-up funding are used and has effective systems to monitor how well pupil premium money is spent. Governors are also clear about how extra funding supports those children who have SEN and/or disabilities, and there is a designated governor who reports on how well these groups are progressing.
- Governors fully understand the links between performance management and pay, and monitor and scrutinise this aspect of the school's work through the pay committee.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Child protection systems are clear and records held appropriately. Timely interventions and support are provided for those who are vulnerable or at risk. Training for staff is thorough and recorded. The school community is focused on making sure that pupils are safe.
- Pupils across all key stages say that they feel safe and understand what to do when they have any concerns. Parent and staff questionnaires confirm that pupils feel that school is a safe place.
- There is a positive culture of safeguarding in the school. Governors understand their statutory duties and are involved in evaluating and checking that key policies and procedures are in place.
- The 'Scope and Reshape' curriculum work in the school provides a comprehensive programme that covers many aspects of how to keep safe. Pupils cite this as a very

effective programme that keeps them safe in school but that also allows them to understand how to keep safe outside in society too.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching and learning across the school has improved over time. School leaders have embedded consistent practice through the implementation of core principles that support planning and, as a result, progress in lessons.
- Pupils are engaged and show positive attitudes, which has a positive impact on their progress. Teachers have high expectations.
- Teachers use assessments effectively to check pupils' learning, which helps pupils to see how they are doing and how to improve. Pupils use this feedback to complete 'feed-forward' activities which show how they are making progress. This is a strong feature of all lessons throughout all year groups, and pupils say that they feel this approach helps them to improve their skills and understanding.
- Learning activities are developed from teachers' assessments of how well pupils are doing. They help to accelerate progress.
- Teachers typically develop pupils' knowledge, understanding and skills well. They probe pupils' understanding through skilful questioning and reshaping explanations. Pupils told inspectors that they found this very helpful.
- Pupils who have SEN and/or disabilities, including those in the specialist resource base, are taught well. Very specific targets are set for pupils. They make good or better progress because the teaching and support are precise and challenge them to do well.
- In a very small minority of lessons, the level of challenge is not sufficiently high to help some pupils make rapid progress.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are confident and successful learners because of the outstanding personal welfare and development work they experience at school. This was exemplified in the ways they work together in lessons and around the school. They are very good at debating issues and respectful of others' views and ideas. They support each other very well.
- Leaders have placed a high priority on developing curriculum programmes to support personal welfare and development. This work is valued by pupils and brings together a range of opportunities to develop their spiritual, moral, social and cultural skills and understanding. They are reflective, considerate and have a detailed understanding of British values and how to live life in modern Britain. In an assembly, pupils reflected on being tolerant and understanding the impact of banter. They also debated the moral issues and implications of this in school and society. Other activities have included how to complain without being rude and how to keep safe in society.

- High-quality impartial careers education and guidance help pupils to make informed decisions about their future career options. As a consequence, they are well prepared for the next stage of their education, employment or training.
- Staff know pupils well. Making use of detailed records of social and academic progress, staff are able to support pupils' emotional well-being and evaluate where any additional support is required. Interventions and support programmes are carefully resourced to support pupils with additional needs.
- The school manages child protection work very well and keeps a close eye on and supports those pupils affected. Children looked after are supported through the careful monitoring of their personal development and progress.

## Behaviour

- The behaviour of pupils is outstanding.
- Behaviour is outstanding because pupils conduct themselves impeccably and show strong self-discipline. They are exceptionally polite and courteous to each other and their teachers both in lessons and around the school.
- There are clear systems in place to support pupils in how to behave and to meet the school's expectations. Pupils behave well because they can manage challenges positively and are resilient. They have a clear understanding of how their positive behaviour helps them to learn effectively.
- Pupils understand well what bullying is and are able to explain what to do when it does occur. They are clear about different types of bullying. Pupils are confident that they, and others in the school, understand how to deal with bullying. On the rare occasions that it does happen, the school community acts swiftly to resolve any problems.
- The school keeps comprehensive records of any behaviour issues and analyses trends to review its effectiveness. This helps the school to identify where additional interventions are required to support individuals, and staff track the impact of their work to ensure that it is making a difference.
- Attending school is seen as positive and reflected in the higher than average rates of attendance at the school. Attendance for those pupils who are disadvantaged and those that attend alternative provision are also good and improving. Exclusion rates are low, as is persistent absence as a result of very close monitoring.
- Pupils attending the alternative provision are supported well, and the school monitors their progress, attendance and well-being through regular meetings and communications with the provider.

## Outcomes for pupils

**Good**

- The average prior attainment of pupils entering the school is below the national average. By the end of Year 11 in 2016 and 2017, the standards pupils achieved in their GCSE examinations were average.
- The 2016 results at GCSE showed that pupils' progress was broadly in line with the national average. However, unvalidated 2017 GCSE results show that progress has

improved and that disadvantaged and higher-ability pupils have made better progress than in previous years.

- Current pupils' work across a wide range of subjects and year groups shows that good progress is being made, and there is evidence from looking at pupils' work that the improving trend is likely to continue.
- In key stages 3 and 4, both the school's assessments and work observed in books and lessons show that pupils are making good progress across a wide range of subjects, including English and mathematics.
- Pupils' progress in science is good and, as a result, the good attainment from last year is likely to be sustained. In the past, attainment in some humanities subjects has not been high enough, but evidence from the school's data and from inspectors' observations indicates that it is set to improve.
- Disadvantaged pupils' progress in 2017 compared favourably with that of disadvantaged pupils nationally with similar starting points. This momentum is being maintained. Disadvantaged pupils currently in school are making rapid and sustained progress across the curriculum.
- Most-able pupils' progress has improved overall and is now broadly average, which is an improvement from 2016. This is being maintained, and evidence from lessons is that this group's progress is good and in line with the school's expectations.
- Pupils who have SEN and/or disabilities, including those attending the school's resource base, make at least good progress from their starting points.

## 16 to 19 study programmes

**Good**

- Decisive leadership has resulted in sustained improvements in provision. Leaders promote a culture which is underpinned by the celebration of success.
- Leaders monitor and evaluate students' and departments' work to account for their performance through 'Boosting progress' meetings.
- Students' personal development and well-being are good. Individual study programmes are well developed and support students in realising their aspirations. Students say that they feel well supported and enjoy the good guidance they receive to help them with their personal development and welfare. Students develop a range of social and employability skills. Sixth-form students mentor younger pupils, raise funds for charitable causes and make valuable contributions to the local community.
- Attendance and punctuality are above average. Disadvantaged students and those who have SEN and/or disabilities attend well. Attendance is celebrated in assemblies and around the school.
- Destinations information over time shows that an increasing proportion of students are moving into higher education and apprenticeships. The school is rightly proud of students' successes.
- Impartial careers guidance in key stage 4 is good and helps students to choose appropriate study programmes that build upon their prior attainment and develop clear and realistic plans for the future. The quality of provision is also reflected in retention

rates, which are good in the sixth form.

- The curriculum provides a range of academic and vocational courses. Level 2 mathematics and English courses are available for those who need to improve their grades. Students make good progress in improving their grades in English but are not as successful in mathematics.
- The quality of teaching, learning and assessment is good. Teachers know what students are capable of achieving and plan suitably demanding learning activities that develop students' knowledge, understanding and skills well. Students respond well to the many opportunities teachers provide for them to reflect upon and improve their work.
- Leaders' expectations are high for most students, but could be even more challenging for the most able. Targets are set as minimum grades and these are providing stretch for the majority, but for the most able these are sometimes not challenging enough.
- Leaders have addressed the drop in progress that students made in 2016 and there are positive signs of improvement in both academic and vocational achievement in 2017. In addition, current students' progress and information held by the school, and scrutinised by inspectors, show that there is a continuing trend of improvement. Current pupils' progress is good.

## School details

Unique reference number	137733
Local authority	Southend-on-Sea
Inspection number	10037628

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

Type of school	Secondary comprehensive
School category	Academy converter
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	1,700
Of which, number on roll in 16 to 19 study programmes	270
Appropriate authority	Board of trustees
Chair	Simon Goodall – local governing body Robin Knight – chair of board of trustees
Headteacher and CEO	Mark Schofield
Telephone number	01702 292286
Website	<a href="http://www.shoeburynesshigh.co.uk">www.shoeburynesshigh.co.uk</a>
Email address	<a href="mailto:schooloffice@shoeburyness.southend.sch.uk">schooloffice@shoeburyness.southend.sch.uk</a>
Date of previous inspection	16–17 May 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- This is larger than the average-sized secondary school.
- The school is part of the Southend East Community Academy Trust.
- The majority of pupils are of White British heritage. Few pupils speak English as an

additional language. The proportion of pupils from minority ethnic backgrounds is below average.

- The school has an integrated specialist resource provision for pupils with moderate learning difficulties.
- The proportion of pupils who have SEN and/or disabilities is significantly higher than average.
- The proportion of pupils supported by the pupil premium additional funding is significantly above average.
- A small number of pupils in Years 10 and 11 attend alternative provision at the YMCA in Southend-on Sea.
- The school meets current government floor standards, which are the minimum expectations for pupils' achievement.

## Information about this inspection

- Inspectors carried out 73 observations of learning, some jointly with members of the senior leadership team. Tutorial sessions and assemblies were also observed.
- Inspectors scrutinised pupils' work in lessons and met with groups of pupils from a range of year groups. An inspector heard pupils read.
- Inspectors had discussions with the headteacher, senior leaders, middle leaders, newly qualified teachers, support staff, resource base staff, governors, trustees and the alternative education provider.
- The team was able to review a range of documentation from the school, including case studies and safeguarding and attendance information. Additionally, self-evaluation and improvement plans were reviewed and a range of information about pupils' historical and current progress and attainment.
- Inspectors took note of the pupils' feedback in discussions and in lessons and when around the school. The inspectors took account of the free-text responses to Ofsted's online questionnaire, the 72 responses from parents and 98 from staff. The lead inspector also considered a letter from a former parent sent directly to Ofsted after the inspection but before the report was published.

## Inspection team

Russell Ayling, lead inspector	Ofsted Inspector
Sharon Wilson	Ofsted Inspector
Cathy Tooze	Ofsted Inspector
Dan Leonard	Ofsted Inspector
John Wilson	Ofsted Inspector

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