

The Academy, Selsey

School Lane, Selsey, Chichester, West Sussex PO20 9EH

Inspection dates

30 April to 1 May 2019

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
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and his senior team provide steady and determined leadership. This is recognised by parents, staff and pupils, who strongly support the school.
- Leaders and governors have created a welcoming and positive culture that permeates all aspects of the school's life. As a result, pupils thrive and standards are rising.
- Leaders' actions have secured a rapid rise in pupils' outcomes in a wide range of subjects. However, the progress of disadvantaged pupils is still too slow.
- The curriculum is well-suited to pupils' needs. It is balanced and supports their next steps very well.
- Resolute actions taken by leaders have significantly improved the quality of teaching in a range of subjects since the last inspection.
- Teachers know and support all their pupils very well. Consequently, pupils are more resilient and have the confidence to learn from their mistakes.
- School leaders have worked diligently to ensure a safe and successful move to the school's new buildings.
- Leaders maintain strong standards of behaviour and conduct. Pupils respond accordingly and conduct themselves well in a variety of settings.
- Parents and carers, staff and pupils strongly support the school. They are proud of what has been achieved and would recommend it to others.
- There is a strong culture of safeguarding in the school. Pupils feel safe and are encouraged to be themselves.
- Leaders have enthusiastically introduced a series of improvements. However, there is insufficient precision in measuring which plans have had the greatest impact.
- Governors are passionate, experienced and fully committed to the school. They work closely with leaders to target additional funds appropriately. However, they need to evaluate more carefully which strategies have given the best value for money.

Full report

What does the school need to do to improve further?

- Raise standards further by accelerating pupils' progress, particularly that of disadvantaged pupils.
- Strengthen leadership and management, including governance, by:
 - refining leaders' use of performance information to sharpen improvement strategies
 - evaluating the impact of pupil premium spending more precisely.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and his senior team have established a clear vision that every pupil will be 'the best version of yourself that you can be'. This mantra is evident throughout the school and is well supported by staff, pupils and parents. As a result, standards have risen securely since the last inspection.
- Senior leaders and governors have an accurate view of the school's strengths and weaknesses. They use their self-evaluation sensibly to identify appropriate improvement strategies, which have a positive impact on outcomes for the pupils who need them most. However, some actions lack specific timescales and staff do not then know clearly enough what is to be achieved and by when.
- Leaders, governors and staff convincingly model high aspirations for their pupils and encourage them to be ambitious. School leaders are acutely aware of the local risk of isolation for young people, especially for those from more disadvantaged backgrounds. Additional funding is used shrewdly to open pupils' eyes to different careers, with a corresponding increase in the numbers moving on to more demanding courses at the age of 16.
- School leaders have taken resolute action to improve the quality of the curriculum. In a small school, they recognise the constraints of the resources available to them and have created a model that gives pupils a balanced choice of subjects, including academic and vocational options. They sensibly use the resources of the multi-academy trust to give teachers in small departments access to subject-specialist training and development. A relatively small proportion of pupils, compared with most schools, currently follow all the EBacc subjects (English, mathematics, double science, history or geography and a modern foreign language). However, leaders have sound plans to increase these numbers.
- School leaders and governors have impressively steered the school through a substantial reconstruction programme since the buildings were destroyed by fire almost three years ago. Despite the potential for disruption, leaders' sound preparations and diligence have resulted in a very successful transition to the new buildings. Parents are particularly grateful for the new accommodation, saying that 'the headteacher and his staff have worked tirelessly' to overcome any issues, 'without sacrificing their principles and core values'.
- Pupils and staff have considerable confidence in the leadership of the school. Pupils identify the many opportunities they are given to take on responsibilities and value the safe environment that leaders have fostered. In their survey, staff state unanimously that they are proud to work in this school. They believe it is improving rapidly under its current leadership and inspectors agree. The school is a harmonious place with strongly shared goals.
- Parents are strongly supportive of the school. They particularly appreciate the opportunities their children enjoy to participate in the wide range of extra-curricular activities, such as dance competitions, shows, sports and school trips. They state overwhelmingly that the school is well led and a large majority would recommend it to another parent. A very small proportion of parents expressed concern about historical

turbulence in staffing in a small number of subjects, but they recognise that this has now been resolved.

- Pupils' spiritual, moral, social and cultural development is a strength in the school. There is a wide range of opportunities in the planned curriculum for young people to learn about being a citizen in modern Britain. This is reinforced by programmes of student leadership where pupils can practically test out their skills in how they relate to others. Pupils state wholeheartedly that their school is an inclusive community where all people are valued and respected.

Governance of the school

- Governors provide strong support to the school and maintain a high profile. They frequently visit and are recognised by staff, parents and pupils.
- Governors use their experience wisely to support important decision making. They encourage school leaders to take a strategic view through their self-evaluation and improvement planning. They see their school as central to the community and encourage partnerships that will benefit all young people in the area, such as involving local employers in careers development.
- Governors have a solid understanding of how the school uses its resources. They receive regular reports on the use of additional funding, such as the pupil premium, but these reports can sometimes lack sufficient detail on the impact of spending. This makes it more difficult for governors to gauge precisely which strategies have been most effective in improving outcomes for disadvantaged pupils.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding checks on the recruitment of staff are carried out correctly and thoroughly. The school meets all statutory requirements. The culture of safeguarding is very strong at all levels.
- Governors know their responsibilities very well and give safeguarding a high priority. The safeguarding governor is knowledgeable and well qualified. She regularly visits the school to provide support and oversight. The Kennal Academies Trust (TKAT) gives strong guidance to leaders in the school.
- All staff have relevant and up-to-date training in safeguarding. They value the online system put in place by the trust and use it appropriately. Leaders are suitably qualified and have commissioned an independent review of safeguarding to ensure that they are giving comprehensive support to their pupils.
- Pupils and parents value the opportunities they are given through the website to reinforce online safety and mental health. Pupils say that they know what to do if they have concerns and they are confident that they will receive the help they need.

Quality of teaching, learning and assessment

Good

- Since the last inspection, school leaders have improved the quality of teaching across a range of subjects. They have created a shared understanding of the teaching

techniques that best suit their pupils. Leaders monitor teaching carefully and, with the expertise and resource of TKAT, they provide effective support for departments to secure quality in the classroom. As a result, pupils typically enjoy more consistently strong teaching than in the past. The vast majority of parents and pupils recognise the improvements made in the quality of teaching over time.

- In a wide range of subjects, teachers use their strong subject knowledge to plan stimulating and challenging lessons. They skilfully question pupils and get them to talk about their learning. Consequently, pupils understand important ideas more fluently and become more confident.
- Inspectors were able to observe the success of this approach being applied in lessons and reflected in the work scrutinised, including in mathematics, science and English. In the best examples, pupils' work over time clearly shows how they have improved the quality of their work and learned from their mistakes.
- Teachers carefully help their pupils to acquire the specific vocabulary they will need for each subject. Displays in classrooms and activities in class refer to these words regularly in different contexts. In a wide range of lessons over time, most pupils' work correspondingly demonstrates accurate use of specialist terms.
- Relationships between staff and pupils are typically very strong in the school. Teachers know their pupils very well and expect them to work hard and use their time in lessons productively. As a consequence, pupils have positive attitudes to their learning and make good progress in a wide range of subjects. A small minority of pupils remain unconvinced of the importance of homework, but this is improving swiftly.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders ensure that sound careers advice supports pupils well for their next steps. Specialist staff intervene from an early stage, involving local employers and higher education providers. Leaders' consistent engagement with national outreach projects has increased the numbers of disadvantaged pupils continuing in further or higher education. As a result, the proportion of pupils staying in education, or moving into work with training, is now in line with the national average.
- School leaders provide a strong programme of student leadership. They recognise that some of their pupils, especially those from disadvantaged backgrounds, lack confidence in some circumstances. Pupils who join projects such as 'senior students' or 'sports leaders' quickly gain additional social and organisational skills. This helps them to become more confident citizens.
- The school consistently promotes its pupils' welfare. School leaders have a good understanding of their pupils' circumstances and provide well-tailored programmes in a variety of areas. For instance, leaders have established thorough procedures for pupils to keep themselves safe online, which are well communicated to parents through being published on the website. Mental health awareness is a strength. Pupils are trained to help them recognise potential risks and on how to alert the appropriate support

agencies. In consequence, pupils state that they feel safe and well cared for.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves very well around the site. They are friendly, courteous and polite to visitors and they show respect to each other. They are proud of their school, their uniform and their new buildings. The atmosphere is calm and orderly throughout the day, including between lessons and at breaktimes.
- School leaders manage pupils' behaviour very well. They, and other staff, are highly visible around the site. Staff and pupils address each other with warmth and respect, while pupils recognise that there are clear boundaries in order to promote good conduct. School leaders use sensible and well-established methods to address poor behaviour quickly if it occurs. As a result, the proportion of pupils who receive a fixed-term exclusion is well below the average for other schools nationally.
- Leaders have acted with determination and increasing success to reduce historically poor attendance. As a consequence, although overall absence is reducing, it is still above national averages. Pupils are overwhelmingly punctual to lessons. There are some early signs of further improvement in attendance since moving from temporary accommodation into the new buildings.
- Leaders are substantially reducing the proportion of pupils who are persistently absent. They target pupils appropriately for additional support. Initiatives such as attendance workshops have improved attendance considerably, especially for disadvantaged pupils.
- Standards of behaviour in lessons are typically good. In the majority of lessons, teachers set clear boundaries, applying school policies consistently, and pupils respond very well. Rarely, where activities are less structured, or where there has been turbulence in staffing, a small proportion of pupils lose focus and become less engaged in their learning.

Outcomes for pupils

Good

- As a result of improved teaching, most pupils in the school are now making better progress than in the past. Pupils achieve well across a broad range of subjects.
- Leaders monitor pupils' performance information regularly and accurately. This information is not always evaluated sufficiently to inform which improvement strategies have had the greatest impact. This has had the effect of slowing the rate of progress in the past.
- School leaders have successfully focused on correcting recent underperformance in English and mathematics. Improved teacher training, more consistent staffing and careful monitoring have led to a significant increase in attainment by the end of Year 11. Pupils' work and externally moderated assessments are now showing a similar improvement across other year groups.
- Standards have risen in the vast majority of subjects during the course of the past year. This improvement is visible in internal assessments and work over time in pupils' books in a range of subjects. Pupils' achievement is now more in line with their peers

with similar starting points in schools nationally. There are still some areas, for example in modern foreign languages, where standards in Year 11 are not yet on track, partly due to historical staff turbulence.

- Pupils with special educational needs and/or disabilities (SEND) are well supported and, as a result, they continue to make strong progress in line with their starting points. As one older pupil said: 'If you're not perfect, you're not left behind.'
- Leaders have successfully focused efforts on diminishing the difference between the performance of disadvantaged pupils and their peers. Strategies to improve attendance to lessons, practical assistance in purchasing additional revision resources and a programme designed to boost aspirations have all had an impact on raising the attainment of disadvantaged pupils. And although they are still achieving grades that are below those of other pupils, disadvantaged pupils have made significant gains in overall achievement during the past 18 months.
- Leaders have notably improved provision for most-able pupils since the last inspection. The school's '5% strategy' has targeted the most able through improved questioning and increased challenge in the classroom. Consequently, the most able pupils are now performing much more closely in line with those with similar starting points nationally.

School details

Unique reference number	137096
Local authority	West Sussex
Inspection number	10088160

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 16
Gender of pupils	Mixed
Number of pupils on the school roll	366
Appropriate authority	The governing body
Chair	Mr Ben Cooper
Headteacher	Mr Tom Garfield
Telephone number	01243 602 558
Website	www.tas-tkat.org
Email address	tgarfield@tas-tkat.org
Date of previous inspection	10 to 11 January 2017

Information about this school

- The Academy, Selsey is a much smaller than average-sized mixed comprehensive school.
- The school has been an academy within The Kemnal Academies Trust since 2011. There is a local governing body that is accountable to the board of trustees.
- The school roll has a population that is mostly White British. The proportion of pupils from minority ethnic backgrounds or who speak English as an additional language is much lower than the national average.
- The proportion of pupils with SEND is above the national average.
- There is a higher-than-average proportion of disadvantaged pupils.
- The current headteacher and the chair of governors both took up their posts in 2016.
- The previous school buildings were destroyed in a fire in 2016. The school moved into new buildings in April 2019, after two-and-a-half years in temporary accommodation.

Information about this inspection

- Inspectors visited 31 lessons, 27 jointly with school leaders. Inspectors also observed behaviour around the school, during breaktimes and at the beginning and end of the day.
- Inspectors looked at a wide sample of pupils' work and met groups of pupils from both key stages to talk about their experience in the school.
- Inspectors met a range of staff, governors and representatives of The Kennal Academies Trust.
- Inspectors scrutinised the school's self-evaluation, improvement plan, pupils' performance summaries, the school's single central record of recruitment checks, child protection files, teaching and learning records, minutes of governors' visits, analysis of pupils' behaviour and attendance, documents and policies on the school's website and reviewed safeguarding procedures.
- Inspectors considered 31 responses to Parent View, including 27 written comments, and studied the survey returns for 29 pupils and 34 members of staff.

Inspection team

Keith Pailthorpe, lead inspector	Ofsted Inspector
Peter Fry	Ofsted Inspector
Julie Summerfield	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019