

# Inspection of Cecil Jones Academy

Eastern Avenue, Southend-on-Sea, Essex SS2 4BU

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Inspection dates: 20 and 21 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Richard Micek. This school is part of Loxford School Trust Limited, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Anita Johnson OBE, and overseen by a board of trustees, chaired by David Low.

## **What is it like to attend this school?**

Pupils and sixth-form students at Cecil Jones Academy are enthusiastic and engaged learners. They want to do well in their studies. Most rise to staff's high expectations for achievement and conduct. Pupils, like staff, will not put up with 'any nonsense'. They call out disrespectful behaviour. Pupils value others for who they are. They respect each other regardless of beliefs or background. Pupils appreciate staff's efforts to look after them. They know that they care. Many commented that staff frequently 'go the extra mile'.

Pupils follow an ambitious curriculum. Lessons are purposeful and interesting. Pupils like to debate and express their opinions. Pupils look forward to the 'daily dilemmas' in tutor time as they get to learn about life through various scenarios. They also enjoy making a difference to their community. There are many opportunities to contribute. This may be through joining the youth parliament, creating personal protective equipment for care homes or reading to local children.

Sixth-form students, like their younger peers, have high aspirations. Increasing numbers of students are gaining places at university. Most go on to the next stage of education, employment or training. Students appreciate the opportunity to undertake work experience. This recently restarted after stopping during the pandemic.

## **What does the school do well and what does it need to do better?**

The trust has turned the school around. As several parents and carers commented, the school is much better and is helping their children thrive. The school's sharp focus on improving behaviour means that pupils have an environment in which they want to learn. Attendance is improving because pupils want to go to school. Pupils know that in lessons they will learn a well-planned curriculum. More pupils are studying for the full range of subjects that make up the English Baccalaureate. Sixth-form students have access to a broad spectrum of courses. While the quality of education is showing significant improvement, pupils are not yet securing the highest outcomes in their qualifications. For some pupils, poor attendance in previous years and moving schools often play a part in this.

The curriculum builds pupils' knowledge step by step. Teachers explain concepts clearly. They break down complex ideas so that these are easy for pupils to understand. Quite often, they will link pupils' learning to what is happening in the news or locally in Southend. This is so that pupils can relate to what is being taught. Teachers use assessment information well. One example is their use of reading material. They make sure that pupils read extracts and texts that are suitable for their reading abilities.

Pupils who are learning to read are well supported. Staff receive regular training so that they can deliver reading programmes effectively, including phonics. The trust's view is that 'reading opens every door'. It has made significant investments in a new

library, books and digital resources. School-wide reading approaches are helping pupils develop positive reading habits. Many pupils enjoy sitting down with a good book during the school day.

At this school, a substantial number of pupils need extra support. This may be because they are learning to speak English, are from a disadvantaged household or have special educational needs and/or disabilities (SEND). The trust has increased specialist staffing and access to external services so that pupils get the support they need. This includes appropriate use of alternative provision. In lessons, experienced teachers use pupils' support plans effectively. Some teachers with less experience do not cater so well for the wide-ranging needs of pupils in their classes. Where this occurs, learning for these groups of pupils slows.

Staff follow the behaviour policy consistently. The school has strong routines so that pupils understand the expectations clearly. Lessons are calm, and social times are civil. Typically, staff manage well those who exhibit challenging behaviours. However, suspensions are high for pupils in Years 10 and 11. Staff are using a range of strategies to help re-engage pupils in their learning. Pupils who join from other schools on a managed move are successful in their placements.

Like their younger peers, sixth-form students enjoy a comprehensive programme for personal development. They receive helpful advice and guidance on aspects that will help them live independently, such as how to manage a budget. Students value the many opportunities they have to develop their leadership skills. Learning about careers is carefully mapped. It is woven through pupils' and sixth-form students' enrichment experiences and wider activities.

Trustees and representatives of the academy committee hold leaders to account effectively for the quality of education at the school. Staff value the support that leaders provide for their well-being. Staff are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- At times, teachers do not adapt learning to meet the individual needs of pupils, including those pupils with SEND and those who are learning English, as well as they could. This means that some pupils do not have a consistent learning experience to enable them to be as successful as they could be. The trust should ensure that staff consistently support the range of needs in their classes so that pupils achieve well.
- Suspensions for a small group of pupils in key stage 4 are still high. This interrupts their learning and their progression through the curriculum. The trust

should continue with its efforts to improve pupils' behaviours for learning so that they are ready to learn and are engaged in lessons regardless of who is teaching them.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	147185
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10267819
<b>Type of school</b>	Secondary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	974
<b>Of which, number on roll in the sixth form</b>	89
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	David Low
<b>CEO of the trust</b>	Anita Johnson OBE
<b>Headteacher</b>	Richard Micek
<b>Website</b>	<a href="http://www.ceciljonesacademy.net">www.ceciljonesacademy.net</a>
<b>Date(s) of previous inspection</b>	Not previously inspected

## Information about this school

- Cecil Jones Academy was rebrokered and opened as a new school with Loxford School Trust Ltd in April 2019. When its predecessor school, Cecil Jones Academy, was last inspected by Ofsted in December 2017, it was judged to be inadequate overall.
- The trust has delegated some responsibilities for oversight of the school to a local academy committee.
- The current headteacher was appointed by Loxford School Trust Ltd at the time of the rebrokering.
- The school uses two registered providers of alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and

engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the chair of Loxford School Trust Ltd, the chief executive officer of the trust and representatives of the local academy committee.
- Inspectors met with the headteacher, senior leaders, subject leaders and staff.
- Inspectors spoke with leaders at alternative provision, a sample of parents and key workers, and pupils who are educated off site.
- Inspectors carried out deep dives in English, science, art, geography, physical education and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects, including personal, social and health education and relationships and sex education.
- Inspectors observed pupils' behaviour in lessons, around school and at social times. They considered pupils' views about behaviour in school. They also spoke with staff about pupils' behaviour and staff's workload and well-being.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's pupil and staff surveys. They considered responses to Ofsted Parent View, including free-text comments.

## Inspection team

Liz Smith, lead inspector	His Majesty's Inspector
Emma Matthews	Ofsted Inspector
Nicola Shadbolt	Ofsted Inspector
James Chester	His Majesty's Inspector

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